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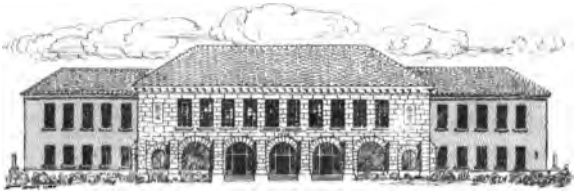

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A GRAMMAR

FOR

ELEMENTARY SCHOOLS

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A GRAMMAR

FOR

ELEMENTARY SCHOOLS

BY

GEORGE A. MIRICK, A.M.
FORMERLY SUPERVISING PRINCIPAL OF THE STRONG DISTRICT,
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Dedicated to

MY MOTHER

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PREFACE

THE study of English grammar in the elementary schools has been in disfavor in the past because the text-books and the teaching have been excessively technical and mechanical. And yet with the passing of the grammar has come a sense of loss.

This little book is the result of an attempt to simplify and rationalize the presentation of the subject. There has been a purpose constantly in mind to limit the discussions to the principles which are fundamental in every language, and to such applications of those principles as are within the ability of pupils between the ages of thirteen and fifteen years to understand.

The book is therefore by no means a complete treatise. On the other hand, it is believed that it gives such information and the opportunity for such training as the person in every-day life needs for the proper understanding and use of his own language, and that it also furnishes an adequate preparation for the study of foreign languages.

These Lessons have taken shape in the classroom. Many of the difficulties usually found in text-books of this class will not be found here, because they have

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proved to be a cause of confusion to the pupils. A year's work is here laid out, and it is best adapted to the last year of the grammar grades.

The peculiar features of the book are: —

First. The reduction of all the grammatical relations to four kinds. (See Table of Contents.)

Second. The placing of that material which should be presented by the teacher in a place apart ("Notes and Discussions"). This leaves the pupil's grammar a unit, free from intrusive notes and from the necessity of distracting omissions.

Third. The carefully graded exercises. Such exercises should be simple enough to illustrate the principle clearly; varied enough to emphasize the principle as distinct from particular applications; and numerous enough to give the mind substantial training in distinguishing each principle.

Fourth. The systematic use of original composition, or application of knowledge, as a test of the possession of that knowledge.

Fifth. The treatment of word, phrase, and clause together when considering grammatical relations.

Sixth. The fundamental purpose, not the acquisition of grammatical knowledge, but the training of the mind to deal with grammatical problems.

This is the only text-book on English grammar, so far as the author knows, that has been written from the standpoint of the mental activity of the student. Observation, comparison, judgment, expression, are so called

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into activity that the resultant is an increased command over the mental powers.

I wish to acknowledge my indebtedness to Miss Carolyn Merchant and Miss Sarah E. Wright, teachers in Strong School, New Haven, Connecticut, for valuable suggestions which have helped in simplifying and clarifying the text and exercises. I am also under obligation to Mr. Frank H. Beede, Superintendent of Schools in New Haven, Connecticut, to Mr. Frederick S. Cutter, Principal of the Peabody School, Cambridge, Massachusetts, for their sympathetic criticisms, and to my wife for her constant inspiration and practical help in the writing of this book.

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LESSONS IN ELEMENTARY GRAMMAR

PART I

INTRODUCTORY CHAPTER ON PHRASING

IN the expression of thoughts, words arrange themselves naturally in groups. The student is supposed to be already familiar with the sentence, which is that group of words expressing a complete thought, so that he no longer talks in general conversation and in recitation or writes in a rambling manner with an excess of *ands* and *buts*. He has acquired a command of this most important word grouping, and expresses his ideas in well-defined sentences.

Grammar begins at this point. It deals with the relations of the words in the sentence. A study of these relations reveals the fact that these words arrange themselves in smaller groups, and that the smaller groups often divide themselves again. We must not think that *we* make these groupings. They make themselves under the influence of the thoughts we are expressing, just as the particles of iron filings arrange themselves under the influence of magnetism.

Our business as students of grammar is to discover what these natural groupings are. To do this requires a great deal of training. For this reason the first chap-

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ter is given up to the discussion of the sense or grammatical grouping of words, and the training here gained should lead to more intelligent reading and a clearer style in writing, as well as a better insight into the object and method of the work that is before us.

FIRST LESSON

In the following sentences the words are grouped according to the sense. Read each sentence slowly, making pauses between the groups according to the breaks.

1. With a single drop of ink for a mirror, the Egyptian sorcerer undertakes to reveal to any chance comer far-reaching visions of the past.
2. I protest that if some great power would agree to make me always think what is true and do what is right on condition of being turned into a sort of clock and wound up every morning, I should instantly close with the offer.
3. Good books like good friends are few and chosen; the more select, the more enjoyable.
4. A good novel is a valuable acquisition, and it supplies companionship of a pleasant kind.
5. The liner she's a lady, an' she never looks nor 'eeds —
   The man-of-war 's her 'usband, an' 'e gives 'er all she needs:
   But oh, the little cargo boats, that sail the wet seas roun',
   They're just the same as you an' me a plyin' up an' down.

The groups of words into which a sentence may be divided are called phrases.

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A phrase may be defined as a group of words, part of a sentence, not having a subject and predicate, — that is, bound together by a sense relation.

There can be no good reading, either aloud or silent, unless the reader sees the words in their sense groups, or phrases, and makes the pauses that the sense demands. It is for this reason that you have been urged, from the time you began to read, to "look ahead."

SECOND LESSON

Read slowly the following extracts, making the proper pauses between the phrases.

In the first selection the phrasing is indicated by dashes. It should be understood, however, that each reader has the right to group the words as his own interpretation of the meaning determines. You should express the thought of the passage as you understand it.

In the second selection each is to make the phrases without assistance.

FROM TOM BROWN AT RUGBY

A

The morning — had dawned — bright and warm, — to the intense relief — of many an anxious youngster — up betimes — to mark the signs — of the weather. — The eleven — went down — before breakfast — for a plunge — in the cold bath — in the corner — of the close. — The ground — was in splendid order — and soon after ten o'clock, — before spectators — had arrived — all was ready, — and two of the Lord's men — took their places — at the wicket; — the school — with the usual liberality — of young hands — having put their adversaries — in first. — Old Bailey — stepped up — to the wicket, — and called play, — and the match — was begun.

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B

And they all find that they have got their work to do now; the newcomer's hitting is tremendous, and his running like a flash of lightning. He is never in his ground except when his wicket is down. Nothing in the whole game so trying to boys; he has stolen three byes in the first ten minutes, and Jack Raggles is furious, and begins throwing over savagely to the farther wicket, until he is sternly stopped by the captain. It is all that the young gentleman can do to keep his team steady, but he knows that everything depends on it, and faces his work bravely. The score creeps up to fifty, the boys begin to look blank, and the spectators, who are now mustering strong, are very silent. The ball flies off his bat to all parts of the field, and he gives no rest and no catches to any one.

THIRD LESSON

Proper punctuation also is a matter of phrasing. Punctuation marks occur only between phrases where there is a considerable break in the thought. Study the preceding sentences with this idea of punctuation in mind. Are there any marks of punctuation in the selection that in your judgment should be changed?

Rewrite the following, arranging in the form of a letter and punctuating. Determine first the sentence groups, then the phrase groups. What are punctuation marks for? Name the five most important punctuation marks, and explain when each should be used.

(A letter written by C. C. Felton, once president of Harvard University. It is dated at Chester, England, on the 29th day of April, 1853.)

We stayed in Liverpool one day only but I saw a good deal of the city and quite enough to understand its commercial importance I was amused interested and instructed every

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moment but one or two things struck me much the pleasant voices and low distinct pronunciation of all classes of people and the universal disposition to oblige on the other hand in the obscure streets the wretchedness and rags were deplorable the stolid looking little donkeys with their carts driven by just such ragamuffin boys as Dickens loves to describe who whacked them over the backs without exciting any other feeling in the shaggy little beasts than the most profound indifference made me laugh twenty times.

FOURTH LESSON

Rewrite the following, arranging in the form of a letter and punctuating:—

(A letter written by the same writer as that in the Third Lesson, dated at Calais, France, the 8th day of June, 1853.)

I left London this morning at half past nine o'clock for Dover and Calais having taken a ticket through to Paris we travelled through a delightful country in all the glory of early summer the green fields the blossoming trees the rose-bushes loaded with their glowing honors the day exquisite as heart could wish I felt regret at leaving friends in London some of whom I shall never see again but I knew that all the time allotted to England was spent and it was right to go the South of England is quite different from the Midland the East West or North its surface is marked and peculiar but at the same time thoroughly English.

FIFTH LESSON

Rewrite the following, correcting the punctuation:—

MERCURY AND THE WOODMAN

a woodman was working beside a deep river. When his axe slipped away From him into the water; as the axe was the, means by which he earned His daily bread. he was much

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distressed. While he was weeping upon the river bank. The god Mercury appeared to him. And inquired about the trouble he caused. A golden axe to appear on the water is that the one you lost he Asked. no "said the woodman" then the God caused a silver one to appear. And asked if this was his ? "the woodman again replied" no then Mercury caused the axe. Which was lost to appear "that is mine" cried the woodman as a reward for his honesty. Mercury gave him. The other two axes.

SIXTH LESSON

The lessons so far have been considering phrases. No attempt has been made to distinguish the different kinds of phrases. A list of some of the different kinds is here given. Do the best you can in explaining what is meant by each kind.

1. A verb phrase.
2. A subject phrase.
3. An object phrase.
4. An adjective phrase.
5. An adverb phrase.
6. A prepositional phrase.
7. A participial phrase.
8. An infinitive phrase.

Tell what kind of a phrase each of the underlined groups is :—

1. A man <u>of wealth</u> was here.
2. The frightened horse <u>has run</u> away.
3. The animal, <u>growling fiercely</u>, slunk off.
4. My friend built <u>a large house.</u>
5. <u>The little birds</u> <u>were frozen</u> <u>by an early frost.</u>
6. The train moves <u>very rapidly.</u>

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7. The ice, melted by the snow, has disappeared.
8. To fly is the desire of men.
9. Men wish to fly.
10. The way to fly has not been discovered.
11. The boys went to the field to fly their kites.

Give a list of ten prepositions.

Make three sentences, each containing a prepositional adjective phrase; three sentences, each containing a prepositional adverbial phrase.

Make three sentences, each containing a verb phrase.

Make three sentences, each containing a present participial phrase; three sentences, each containing a past participial phrase.

Make three sentences, each containing an infinitive phrase.

(In each of the above sentences underline the phrase.)

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CHAPTER I

THE MAIN VERB

A SENTENCE may be compared with an arch. An arch has a keystone. Of what importance is this keystone?

The keystone in a sentence is the main verb.

FIRST LESSON

In the following sentences select **the main verbs** with the help of the teacher: —

1. Dogs bark.
2. Birds fly.
3. Eagles are birds.
4. Tadpoles become frogs.
5. Canary birds live in cages.
6. Leaves serve the trees for lungs.
7. Quadrupeds have four legs.
8. Water plants grow faster than land plants.
9. The ground does not need to rest.
10. Crime costs much.
11. Honesty will lead to success.
12. Rome has been a powerful city in the past.
13. The sisters were astonished when Cinderella had succeeded in putting on the slipper.
14. Napoleon has often been blamed for his ambition.
15. Brave men have stood firm, when it was their duty to do so.

In a declarative sentence, the main verb is that word or phrase that is used to make a statement. The main

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verb of a declarative sentence is therefore called a predicate verb.

SECOND LESSON

In the following sentences select the predicate verbs: —

1. God made the country.
2. Man made the town.
3. True nobility knows no fear.
4. Education is the defence of nations.
5. God tempers the wind to the shorn lamb.
6. Suspicion always haunts the guilty mind.
7. No wise man ever wished to be younger.
8. Forbearance often ceases to be a virtue.
9. That hat became her.
10. The season seems to be backward.
11. We have visited a large city.
12. Science may be learned by rote, wisdom not.
13. The charities of life are scattered everywhere.
14. Every one should find some work to do.
15. Books are needed, but yet not many books.

In a compound or complex sentence, each member or clause has a main verb.

16. He has not learned the lesson of life who does not every day surmount a fear.
17. There is always room for a man of force, and he makes room for many.
18. They never fail who die in a great cause.
19. Blessed is he who has found his proper work.
20. Charms strike the sight, but merit wins the soul.

Compose ten declarative sentences. Let five have for the predicate verb a word. Let three have for the

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predicate verb a phrase. Let two be compound or complex sentences. In each of the above ten sentences underline the predicate verbs.

THIRD LESSON

The following sentences are imperative, interrogative, and exclamatory.

Why must each of these sentences contain a main verb?

Why is it not possible in sentences of these three classes to call the main verb a predicate verb?

What might the main verb of an imperative sentence be called? of an interrogative sentence? of an exclamatory sentence?

State what kind each of the following sentences is, and select the main verbs: —

1. Am I my brother's keeper?
2. Learn the luxury of doing good.
3. Look before you leap.
4. Drink, pretty creature, drink.
5. Let the million-dollared ride!
6. How beautiful is this night!
7. Do you admire him?
8. Who has been the greatest American statesman?
9. Was the War of 1812 well managed?
10. Bear up and steer right onward.

Compose five imperative sentences, five interrogative sentences, and five exclamatory sentences.

Underline in each sentence the predicate verb.

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FOURTH LESSON

In the following selection, determine the class to which each sentence belongs, and make a list of the main verbs: —

HANS IN LUCK

Hans had served his master seven years. At last he said to him: "Master, my time is up. I would like to go home and see my mother. Give me my wages."

The master said: "You have been a good and faithful servant, so your pay shall be handsome." Then he gave him a piece of silver as big as his head.

Hans took out his handkerchief, put the piece of silver into it, hung it over his shoulder, and jogged off homeward. As he went lazily on, dragging one foot after the other, a man came in sight, trotting along gayly on a capital horse.

"Ah," said Hans, aloud, "what a fine thing it is to ride on horseback! There he sits as if he were at home in his chair. He trips against no stones, spares his shoes, and gets on he hardly knows how." The horseman heard this, and said, "Well, Hans, why do you go on foot then?" "Ah," said he, "I have this load to carry. To be sure it is silver, but it is so heavy that I cannot hold up my head, and it hurts my shoulder sadly."

"What do you say to changing?" asked the horseman. "I will give you my horse, and you can give me your silver."

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CHAPTER II

THE SUBJECT

THE part of the sentence next in importance to the main verb is the simple subject of the verb.

The simple subject may be found in the following way. Find the main verb; place *who* or *what* before it, and the word phrase or clause that answers the question thus formed is the subject.

c.e. Lord Chesterfield wrote letters on politeness to his son.

In this sentence *wrote* is the main verb. If *who* or *what* is placed before this verb, we have the question, Who or what wrote? The answer given in the sentence is clearly "Lord Chesterfield wrote." The simple subject of the verb, *wrote*, is therefore *Lord Chesterfield.*

FIRST LESSON

Select the simple subjects in the following sentences with the help of the teacher:—

1. Air is a gas.
2. We need physical strength.
3. Music hath charms to soothe the savage breast.
4. Lincoln chopped wood in his early days.
5. A farmer was ploughing his field.
6. On a tree near by sat a black crow.
7. "Nobody sent me," answered they.

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8. Over the fences went the boys.
9. There is snow in winter.
10. Brightly glow the stars at night.
11. Put not your trust in money.
12. Bear up and steer right onward.
13. Physician, heal thyself.
14. Does your brother look like you?
15. Why are you going away?
16. Hark! the trumpet sounds.
17. To desire to excel is a worthy ambition.
18. To rule well has not always been the wish of kings.
19. To discern the faults of others, and to forget one's own, is the characteristic of folly.
20. To be good is to be happy.
21. You and I may give advice, but no one can give conduct.
22. Men and women, boys and girls, should live happily together.
23. "God reigns and the government at Washington still lives," was said by Garfield.
24. Whatever is good has a use.
25. What one has in his head cannot be stolen from him.

The subject in a sentence or clause is that about which the main verb makes an assertion.

The simple subject is the simplest (briefest) answer that the sentence supplies to the test question.

Sometimes the subject of a verb is not expressed. In an imperative sentence the subject, *you*, is always understood.

SECOND LESSON

(*a*) Compose five sentences each of which shall contain a common noun as subject.

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(*b*) Compose five sentences each of which shall contain a personal pronoun as subject.

(*c*) Compose five sentences each of which shall contain a demonstrative pronoun as subject.

(*d*) Compose five sentences each of which shall contain a proper noun as a subject.

(*e*) Compose five sentences each of which shall contain a compound subject.

(*f*) Compose five sentences in each of which the subject comes after the main verb.

In each of the above sentences underline the simple subject.

THIRD LESSON

Select the subject in each of the following sentences:—

1. To rule is the wish of many.
2. To write well requires hard work.
3. Giving is better than receiving.
4. Reading too many books is not wholesome.
5. Running rapidly is good exercise.
6. To deceive one's friends is base.
7. To speak politely is the part of a gentleman.
8. To conquer an enemy requires courage.
9. What it is right to do is not always clear.
10. That you ought not to read in the dark is evident.
11. To become an artist was Raphael's ambition.
12. When to tell the truth should never be in doubt.
13. "Why do you not go?" was the question.
14. "The Building of the Ship," is the name of a poem.
15. "Know thyself," was a saying of Socrates.

The above sentences illustrate the use of phrases and clauses as subjects. Phrases and clauses, when used in

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this relation, are called subject phrases and subject clauses.

Two kinds of phrases will be noticed — infinitive phrases and verbal noun phrases. (Verbal nouns are often called gerunds, a term borrowed from the Latin.)

In the above sentences determine which are the infinitive, the verbal noun, and clause subjects.

FOURTH LESSON

Select the main verbs and subjects in the following: —

HANS IN LUCK (*continued*)

"With all my heart," said Hans. "But I will tell you one thing — you will have a weary task to drag it along." The horseman got off, took the silver, helped Hans up, put the bridle into his hand, and said, "When you want to go very fast, you must smack your lips and cry, 'Jip.'"

Hans was delighted as he sat on his horse, and rode merrily on. After a time he thought he should like to go a little faster, so he smacked his lips and said, "Jip." Away went the horse full gallop. Hans held on tightly, but he was soon thrown off and lay in the ditch by the roadside. His horse would have run away, if a cowherd had not stopped it. Hans soon came to himself, and got upon his legs again. He was greatly vexed, and said to the cowherd: "This riding is no joke when a man gets on a beast like this, that stumbles and flings him off, and tries to break his neck. However, I'm off now for good. I like your cow a great deal better. I could walk along at my ease behind her, and have milk, butter, and cheese every day into the bargain. What would I give to have such a cow!"

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CHAPTER III

THE OBJECT

VERBS that express action often have a noun (or pronoun), a phrase, or a clause, to show the person or thing toward which the action is directed, or in which it terminates. Such a word, phrase, or clause is called the object of the verb.

The object may be found in the following way: Select the main verb. Place *whom* or *what* after it, and the word, phrase, or clause that answers the question thus formed is the object.

c.e. Lord Chesterfield wrote letters on politeness to his son.

In this sentence *wrote* is the main verb. If *whom* or *what* is placed after the verb, we have the question, Wrote whom or what? The answer given in the sentence is clearly "wrote letters." The simple object is therefore *letters*.

The simple object is the simplest (briefest) answer that the sentence supplies to the test question.

FIRST LESSON

Select the simple objects in the following sentences with the help of the teacher:—

1. John had a whip.
2. Air contains oxygen.

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3. We all liked him.
4. The whole nation reveres Lincoln.
5. A spider saved Robert Bruce.
6. The noblest mind the best contentment has.
7. Us the beauty of the sunset pleases.
8. Bismarck gave to Germany her unity.
9. But knowledge to their eyes her ample page did ne'er unroll.

10. Full many a gem, of purest ray serene,
The dark unfathomed caves of ocean bear.

11. Let not ambition mock their useful toil.
12. Pass the watchword down the line.
13. What shall we have for dinner?
14. Whom do you fear?
15. Why do you ask that question?
16. An unhappy boy wishes to leave home.
17. Alexander loved to contend in battle and he conquered the world.
18. The astronomer tries to reach the stars.
19. In a log schoolhouse Lincoln learned to read, to write, and to cipher.
20. My friend will help you and me.
21. He says what he means.
22. He would like what others have.
23. We hear that your efforts failed.
24. A careful person sees that everything goes well.
25. That the earth revolves, we know.

A verb that has an object is called a transitive verb. A verb that expresses action is transitive only when it has an object.

c.e. The man drives a horse (transitive).
The man drives when it is pleasant (intransitive).

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SECOND LESSON

(*a*) Compose five sentences, each of which shall contain a common noun as object.

(Remember that only action verbs take objects.)

(*b*) Compose five sentences, each of which shall contain a personal pronoun as object.

(*c*) Compose five sentences, each of which shall contain a demonstrative pronoun as object.

(*d*) Compose five sentences, each of which shall contain an interrogative pronoun as object.

(*e*) Compose five sentences, each of which shall contain a proper noun as object.

(*f*) Compose five sentences, each of which shall contain a compound object.

In each of the above sentences underline the simple object.

THIRD LESSON

Select the object in each of the following sentences:—

1. He learns to write.
2. A genius desires to lose himself in his work.
3. Remember to do it.
4. One ought to speak politely.
5. People dislike to be deceived.
6. We enjoy what we make for ourselves.
7. A person often desires what he cannot have.
8. The criminal confessed that he did wrong.
9. The poet wrote, "Will you walk into my parlor?"
10. Socrates said, "Know thyself."
11. Personal glory Napoleon sought throughout his life.

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12. What should be done in an emergency, a person cannot always decide.
13. The American flag you may see on every ocean.
14. "Why do you not go?" he asked.
15. Your country love, its laws obey.

The above sentences illustrate the use of phrases and clauses as objects. Phrases and clauses, when used in this relation, are called objective (or object) phrases and objective (or object) clauses.

These sentences also illustrate the fact that the object of a verb may be placed before, as well as after, the verb. (Grammatical relations and values are not governed by place in the sentence.)

FOURTH LESSON

(*a*) Compose five sentences, in each of which an infinitive shall be used as object.

(*b*) Compose five sentences, in each of which a clause shall be used as object.

(*c*) Compose five sentences in which the object shall be placed before the verb.

Underline the object in each of the above sentences.

FIFTH LESSON

(This lesson should be omitted with classes that can pass to the Sixth Lesson without farther drill.)

Select the objects in the following sentences: —

1. Electricity in the air causes lightning.
2. The Americans conquered at Manila.
3. Colorado has many silver mines.
4. To your sick friend take a basket of fruit.

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5. Every boy should have a hobby.
6. What do you wish?
7. Choose your life work and friends carefully.
8. Look about you sharply.
9. We enjoy the stars and the moon.
10. Will you present my compliments to your father?
11. William Tell longed to slay his enemy.
12. General Grant determined what he would do.
13. General Grant determined to march forward.
14. He asked, "When will you come?"
15. He asked when you would come.
16. He asked why they went.
17. He asked what they wished.
18. He asked how much it cost.
19. He said that he would go.
20. He said, "I will go."

SIXTH LESSON

Select the objects in the following: —

(No matter what grammatical fact you wish to know in a sentence, *always*, (1) find the main verb, (2) find the subject, (3) find the object.)

HANS IN LUCK (*continued*)

The cowherd said that he loved his cow. "But I will change her for your horse," said he.

"Done," said Hans, merrily. The cowherd mounted the horse, and rode her rapidly away. Hans drove his cow quietly and thought that he had a good bargain.

"If I have only a piece of bread — and I certainly shall get that — I can eat my butter and cheese with it. When I am thirsty, I can milk my cow and drink the milk. What can I want more?"

THE HEN AND THE GOLDEN EGGS

Once upon a time a man owned a hen, which laid every day a golden egg. He supposed that the hen contained a great

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lump of gold. So he killed her to get the treasure. What he found surprised him. No gold he saw, only flesh and bones. The foolish man hoped to become rich at once, but he lost the profit which before he had daily received.

REVIEW OF MAIN VERB, SUBJECT, OBJECT

FIRST LESSON

1. What is a sentence?
2. Use a sentence to make a statement.
3. What kind of a sentence do you call it?
4. Use a sentence to give a command.
5. What kind of a sentence do you call it?
6. Use a sentence to ask a question.
7. What kind of a sentence do you call it?
8. Use a sentence to make an exclamation.
9. What kind of a sentence do you call it?
10. These four names of sentences, classify them according to what?
11. Sentences are also classified according to their structure. What is a simple sentence?
12. What is a compound sentence?
13. What is a complex sentence?
14. Give an example of a simple sentence.
15. Give an example of a compound sentence.
16. Give an example of a complex sentence.
17. Is a building ever classified according to structure, and also according to use? Illustrate.
18. What other things do you think of that are doubly classified.
19. How does a sentence differ from a phrase?

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20. How does a sentence differ from a clause?

21. How does a clause differ from a phrase?

22. What is the meaning of grammatical relation?

23. What is the central grammatical point in a sentence?

24. What is the next most important point?

25. Why is the subject more important than the object?

26. What is the difference between the simple subject and the complete subject?

27. How do you find the subject?

28. Illustrate the fact that the subject may be a word, a phrase, or a clause.

29. How do you recognize an infinitive?

30. Use an infinitive as subject.

31. Use a verbal noun phrase as subject.

32. How do you find the object of a verb?

33. Illustrate the fact that the object may be a word, a phrase, or a clause.

34. Only what kind of verbs take objects?

35. Use an infinitive as object.

36. Use a verbal noun phrase as object.

37. What is the derivation of each of the following words — verb, noun, pronoun, predicate, transitive?

38. Illustrate the fact that the same verb may be sometimes transitive and sometimes intransitive.

39. What is the nature of a participle?

40. What is the sign of a present participle?

41. Are all words ending in *ing* participles? Illustrate.

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SECOND LESSON

Select the predicate verbs, subjects, and objects in the following sentences: —

1. He wanted to enjoy life.
2. We hear that he is a wise man.
3. They asked him a question (double object).
4. The lady taught the boy a lesson.
5. The astronomers said, "The world is round."
6. To pile wood high is a difficult task.
7. Piling wood high is a difficult task.
8. To speak well is a worthy ambition.
9. Being at war works destruction.
10. He built what he called a house.
11. They decided that you should go.
12. I ask why you go.
13. The traveller heard that the train had gone.
14. "It might have been" has a sad meaning.
15. Whoever is prudent is respected.

THIRD LESSON

Select the predicate verb, subjects, and objects in the following: —

THE ARAB AND HIS CAMEL

On a cold night an Arab lay down in his tent. His camel pushed his head into the tent and asked to be allowed to warm his nose. The master granted the request. Soon the camel wanted to warm his neck. He allowed the camel to do this also. "I should take little room if I should put my forelegs inside," said the animal. "Do it," said the Arab. "May I not stand wholly within?" added the camel. "Yes, I pity you. The tent shall hold us both," replied the kind-hearted master.

The Arab soon found that the camel occupied all the tent. So he withdrew and left it to him.

Resist the beginning of evil.

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CHAPTER IV

MODIFIERS

A. Adjective Modifiers

FIRST LESSON

In the following sentences select, with the aid of the teacher, the words, phrases, and clauses that make more definite or modify the meaning of the nouns and pronouns. State in each case whether the noun or pronoun is pointed out or modified.

1. The national capital is a beautiful building.
2. A horse ran away.
3. My horse won the race.
4. John's horse did not run.
5. That man possesses much wealth.
6. His hat did not fit.
7. Whose fault was it?
8. Arnold, the traitor, died alone.
9. Napoleon won many victories.
10. The English language is taught in the best French schools.
11. The gold ring was lost.
12. A man of courage gains renown.
13. That woman, writing a letter, cannot speak.
14. The soldiers, wounded in battle, marched by.
15. He has a son to be proud of.
16. The government of a city should be in the hands of wise men.

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17. People who pay their debts are trusted.

18. A fisherman generally loses the largest fish that bites his hook.

19. He has a friend whom many people admire.

20. Those who had taken the train reached their destination.

In the above sentences the modifiers are related to nouns or pronouns. Such modifiers are called adjective modifiers.

What name might be given to a phrase that modifies a noun or pronoun?

What name might be given to a clause that modifies a noun or pronoun?

Adjective word modifiers may be classed as follows: articles, descriptive, demonstrative, interrogative, indefinite, numeral, participial, possessive (nouns and pronouns used to modify).

Select an example of each kind from the above sentences.

When a noun is used in apposition it is in reality being used as an adjective. (Give examples of this case.)

SECOND LESSON

In the following sentences select the adjective modifiers, state what noun or pronoun is modified, and to which class each modifier belongs: —

1. Silk thread has much strength.
2. A man's dress often displays his character.
3. Good manners win many valuable friends.
4. What house do we see?
5. That farmer owns a large pasture.

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6. The dews of evening are falling.

7. The Christmas of the olden time was a merry day.

8. Little bird with bosom red,
Welcome to my little shed.

9. The birds, singing in the trees, make the spring joyous.

10. Buildings, placed upon strong foundations, will stand.

11. An army of ants will attack large and ferocious animals.

12. Many stars are thought to be other worlds.

13. Few people who love beautiful things disregard flowers.

14. A person who can help himself has the best chance to win success.

15. Truth, crushed to earth, shall rise again.

THIRD LESSON

1. Make a list of twenty descriptive adjectives.

2. Compose five sentences that shall illustrate the use of descriptive adjectives.

3. Make a list of all the demonstrative adjectives.

4. Compose five sentences that shall illustrate the use of the demonstrative adjectives.

5. Make a list of all the interrogative adjectives.

6. Compose five sentences that shall illustrate the use of the interrogative adjectives.

7. Make a list of ten indefinite adjectives.

8. Compose five sentences that shall illustrate the use of indefinite adjectives.

9. Make a list of ten numeral adjectives.

10. Compose five sentences that shall illustrate the use of numeral adjectives.

In all the above sentences underline the adjective once and the noun or pronoun modified twice.

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FOURTH LESSON

1. Compose five sentences that shall illustrate the adjective use of the present participle.

2. Compose five sentences that shall illustrate the adjective use of the past participle.

3. Compose five sentences that shall illustrate the use of the possessive noun and pronoun.

4. Compose five sentences that shall illustrate the use of the noun in apposition.

5. Make a list of ten prepositions.

6. Compose five sentences that shall illustrate the adjective use of the prepositional phrase.

7. Compose five sentences that shall illustrate the adjective use of the clause.

In all the above sentences underline the adjective modifier once and the noun or pronoun modified twice.

FIFTH LESSON

Select the adjective modifiers in the following and state what noun or pronoun is modified: —

LEARNING REWARDED

A rich farmer sent his son to a famous university. The young man, having no very good reputation for wisdom, carried home much folly and little learning. One night two roasted fowls were on the supper table. He, looking very wise, said, "I can prove that in these two fowls we have three." "Let us hear," said the old man. "This," said the silly scholar, pointing to the first, "is one, that," pointing to the second, "is two, and two fowls and one fowl make three fowls."

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"Since you have made it out so finely," replied the father, disgusted, "your mother shall have the first fowl, I, who am old, will have the second, and you, who have such wisdom, may eat the third."

B. Adverb Modifiers

FIRST LESSON

In the following sentences select with the teacher the words, phrases, and clauses that modify the verbs. State in each case what idea is added to the meaning of the verb by the modifier: —

1. Eagles fly rapidly.
2. Eagles fly for food.
3. Eagles fly by day.
4. They fly high.
5. They fly far.
6. Where do bats live?
7. Where do they fly?
8. How do they get their food?
9. Why do we study grammar?
10. The stars revolve continually.
11. The hawk is greatly feared.
12. To paint beautifully is an art.
13. John tried to learn his lesson quickly.
14. Colonel Prescott commanded to shoot low.
15. Why do you talk indistinctly?

In the above sentences the modifiers of the verbs are called adverb modifiers. They add to the verb the thought of manner, cause, time, place, or degree.

There are other kinds of adverbs, but these classes include by far the largest number of them.

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Any word is an adverb that answers one of the questions: *how? why? when? where? how much?* Apply these questions in the sentences of the above exercise.

Perhaps the most common adverb outside of the classes mentioned is the negative adverb, *not.*

SECOND LESSON

In the following sentences select the phrases and clauses that modify the verbs, and state whether they are manner, cause, time, place, or degree: —

1. Eagles fly by day.
2. Children stay at home.
3. A man is known by his companions.
4. Wild animals run about in the forest.
5. He went home to vote.
6. At the proper time he spoke.
7. They called me by name.
8. We study to gain knowledge.
9. The merchant grieved for his loss.
10. The wicked flee when no man pursueth.
11. He went where he wished.
12. The soldiers went because they were sent.
13. An honest boy speaks as he thinks.
14. The good citizen votes as his judgment dictates.
15. Shut your eyes, for the night has come.
16. While the storm lasted the vessels were driven to sea.
17. The rain falls because moist air strikes cold air.
18. Animals breathe that they may live.
19. The rain falls when moist air strikes cold air.
20. Plants grow by absorbing their food.

Phrases and clauses which modify verbs are called adverbial phrases and adverbial clauses.

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THIRD LESSON

In the following sentences select the words, phrases, and clauses that modify adjectives: —

1. The apple had a very pleasant taste.
2. King Midas was a most greedy man.
3. He walked a very long way.
4. He had an exceedingly bad temper.
5. She had a most disagreeable friend.
6. A rather long pole stood in the corner.
7. Too many cooks spoil the broth.
8. The horse was too old for work.
9. How good a man he was!
10. So fair a face I have never seen before.
11. Raleigh, taking off his cloak politely, placed it in the muddy street.
12. The queen, confused by the act, stepped on it.
13. Used thus for a bridge, the cloak was ruined.
14. Raleigh, taking it up, never afterwards wore it.
16. The waves, breaking where the rocks are high, make a loud noise.
16. That boy has as large a dog as I have.
17. A fairy has a smaller body than a human being has.
18. Truth has more followers than falsehood.
19. The white man possesses a culture more advanced than that of any other race.
20. The courage of a black man has as much strength as that of the white man.

Words, phrases, and clauses that modify adjectives are called adverbial modifiers.

Participles are modified by adverbial modifiers. Find all the cases in the above sentences where participles are modified.

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Adverbial clauses introduced by *than*, or *as*, are clauses of degree. Such clauses are very often incomplete. In the preceding sentences find such clauses and complete them where the predicate is wanting. State what each clause of degree modifies.

FOURTH LESSON

In the following sentences select the words, phrases, and clauses that modify the adverbs: —

1. The child ran very rapidly.
2. How sweetly the lark sings.
3. General Blücher arrived too late.
4. We have only now heard the news.
5. The man has far too lazy a time.
6. Christmas comes sooner than we expect.
7. He paid too much by a dollar.
8. A temperate man eats more wisely than a glutton.
9. Laziness travels so slowly that Poverty overtakes it.
10. The ship was steered so skilfully that it reached the harbor safely.

A word, phrase, or clause that modifies an adverb is an adverbial modifier.

It will then be true to say that an adverbial modifier is a word, phrase, or clause that modifies a verb, adjective, or other adverb.

Such adverbial modifiers may be found by applying the test questions: *how? why? when? where? how much?*

FIFTH LESSON

1. Compose five sentences illustrating the use of an adverb word modifying a verb.

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2. Compose five sentences illustrating the use of an adverbial phrase modifying a verb.

3. Compose five sentences illustrating the use of an adverbial clause modifying a verb.

4. Compose five sentences illustrating the use of an adverb modifying an adjective.

5. Compose five sentences illustrating the use of an adverb modifying an adverb.

In all the above sentences underline the adverb modifier once and the word modified twice.

SIXTH LESSON

1. Compose five sentences that shall illustrate the use of adverbial modifiers of manner.

2. Compose five sentences that shall illustrate the use of adverbial modifiers of cause.

3. Compose five sentences that shall illustrate the use of adverbial modifiers of time.

4. Compose five sentences that shall illustrate the use of adverbial modifiers of place.

5. Compose five sentences which shall illustrate the use of adverbial modifiers of degree.

In all the above sentences underline the adverbial modifier once, and the modified word twice.

SEVENTH LESSON

In the following select the adverbial modifiers, state what word is modified, and to what class the modifier belongs: —

THE DONKEY AND THE WOLF

A very wise donkey was feeding in an open meadow. A wolf came along to worry him. He immediately pretended

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lameness. The wolf, when he came up, asked politely the cause of the trouble. The donkey willingly showed his hind hoof. While the wolf was looking very carefully, the donkey kicked vigorously. The wolf's teeth disappeared suddenly down his throat. The donkey, smiling to himself, made off. The wolf was quite seriously hurt. He said, sorrowfully, "It serves me just right. I should not try to assist a donkey."

LITTLE PURPLE ASTER

Little Purple Aster sitting on her stem,
Peeping at the passers by, beckoning at them,
Staring o'er at Goldenrod, by the pasture bars,
Gives to him a timid nod, when he turns his stars.

Little Purple Aster, waits till very late,
Till the flowers have faded from the garden gate,
Then, when all is dreary, see her buds unfurled,
Come to cheer a changeful and a sombre autumn world.

Review of Adjective and Adverb Modifiers

Select all the modifiers in the following sentences. State whether they are adjective or adverb; word, phrase, or clause; and what each modifies: —

(1) A very miserly planter formerly lived in the island of Jamaica. (2) He often gave his poor slaves too little food. (3) They complained bitterly. (4) He answered that he could not help himself, because the provision ships had been taken by pirates. (5) This lying excuse satisfied them once, twice, thrice, and again. (6) Finally they went to their master and said, "How comes it that the pirates take the ships laden with provisions more often than those filled with pick-axes and hoes?"

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CHAPTER V

CONNECTIVES

THIS chapter will consider the last of the four relations which words in a sentence may bear to each other — the relation of connective.

What are the other three relations already studied?

All connectives may be divided into three great classes: *A*, coördinate connectives; *B*, subordinate connectives; and *C*, connective or copula verbs.

A. COÖRDINATE CONNECTIVES

FIRST LESSON

A word that connects words, phrases, or clauses of equal grammatical rank is a coördinate connective.

Words, phrases, and clauses have the same, that is equal, grammatical rank when they do the same business (that is, hold the same grammatical relation, or have the same construction) in a sentence.

With the teacher determine in the following sentences the grammatical construction of the parts underlined. Make a list of the words that connect the underlined parts.

1. Mary and John went away.
2. Give to me neither poverty nor riches.
3. You and I will go.
4. We laugh and cry.
5. Millet was a great and famous painter.

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6. Write your name in kindness, love, and mercy.

7. The speaker had a small but attentive audience.

8. One needs in life both to see and to think.

9. What one has and what one wants are not always the same.

10. Washington worked both faithfully and carefully.

Coördinate connectives are usually called coördinate conjunctions.

The most common coördinate conjunctions are *and*, *but*; with the correlatives, *both — and*, *either — or*, *neither — nor*.

SECOND LESSON

1. Construct five sentences in which words shall be connected by a coördinate conjunction. Have different parts of speech connected, and use all the conjunctions in the list.

2. Construct six sentences in which phrases shall be connected by a coördinate conjunction. Have two sentences with infinitive phrases, two sentences with prepositional phrases, two with participial phrases.

3. Construct five sentences in which clauses shall be connected by a coördinate conjunction.

In the above sentences underline once the parts that are connected, and twice the coördinate conjunctions.

B. Subordinate Connectives

A word that connects words, phrases, or clauses of unequal grammatical rank is a subordinate connective.

There are five kinds (or classes) of subordinate connectives — subordinate conjunctions, prepositions, relative pronouns, relative adjectives, relative adverbs.

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Subordinate Conjunctions

FIRST LESSON

In the following sentences select with the teacher the principal statement (that is, the main clause), the subordinate clause, and the connective.

1. A dull person fails to see that the landscape is beautiful.
2. We see nothing unless we open our eyes.
3. All animals must be alert if they wish to live.
4. Look quickly lest you lose the sunset.
5. The trees in California are larger than those in the East (are large).
6. A lake becomes salt unless it has an outlet.
7. The ancients thought that the earth and sky meet.
8. A top spins less rapidly than the earth.
9. The earth would melt if the sun came near.
10. Millions of stars can be seen clearly, if we use a telescope.

The above sentences illustrate the use of subordinate conjunctions.

Subordinate conjunctions, like coördinate conjunctions, do nothing in a sentence but connect.

How do these two conjunctions differ in their use?

The principal subordinate conjunctions are: *as*, *if*, *lest*, *that*, *than*, *unless*.

Clauses introduced by *than* are generally elliptical clauses.

SECOND LESSON

1. Construct four sentences illustrating the use of *if*.
2. Construct four sentences illustrating the use of *lest*.
3. Construct four sentences illustrating the use of *that*, as a subordinate conjunction.

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4. Construct four sentences illustrating the use of *than.*

5. Construct four sentences illustrating the use of *unless.*

In each of the above sentences underline the main clause once, the subordinate clause twice, and the conjunction three times.

THIRD LESSON

In the following sentences select the main clause, the subordinate clause, and state how they are connected.

It should always be said that the subordinate part is joined to the main part, rather than the main part to the subordinate part.

Why is this distinction important?

1. Unless you do right you will not be respected.
2. They hurried lest they be late.
3. There were more men in the North than in the South.
4. Our fathers work that we may be educated.
5. If we try, we generally succeed.
6. Unless dikes were built, the water would overflow Holland.
7. Do not say a thing unless you have a good reason.
8. Old people walk slowly lest they fall.
9. Ethel is taller than I am.
10. He went to California that he might improve his health.
11. I will help you if you will come here.
12. I am proud that I am an American.
13. Lincoln was as great as Washington.
14. Watch your character lest evil creep into it.
15. Washington's character cannot be imitated, unless we are truthful, just, and honest.

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PREPOSITIONS

FIRST LESSON

A preposition is a word that takes an object and connects that object with some other word in the sentence.

A preposition and its object make a prepositional phrase. The object may have modifiers.

A preposition connects its object with the word which the phrase modifies.

In the following sentences select with the teacher the prepositions, their objects, and state what each preposition connects: —

1. Washington Irving lived at Sunnyside.
2. The spy went among the enemy.
3. The winds beat against the tower.
4. Many a person is ruined by debt.
5. A friend spoke a good word for him.
6. Industry will keep you from want.
7. Do not waste your youth in idleness.
8. The train came into the depot.
9. One touch of nature makes the whole world kin.
10. He gave the book to you and me.
11. Snow comes with the frost.
12. By what is a man to be judged?
13. Far from the road flowed a river.
14. Whom did you speak of?
15. It is gravity by which the earth is held.

The most common prepositions are: *at, among, against, by, for, from, in, into, of, to, with.*

The only words that take objects are transitive verbs and prepositions.

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The object of a preposition is found in the same way that the object of a verb is found.

Some words may be used either as adverbs or prepositions, *i.e.* Mary fell down. Here *down* simply expresses place. It has no object. It is therefore an adverb.

Mary fell down stairs. Here *down* has an object, *stairs*. It is therefore a preposition.

SECOND LESSON

Construct sentences using each of the following words, first as an adverb, then as a preposition: around, against, without, underneath, beyond, within, through, upon, above, between.

THIRD LESSON

In the following sentences select the prepositional phrases, determine what each modifies, and state what the preposition connects.

1. A man of honor speaks the truth.
2. The tree blew over the precipice.
3. The wind from the north blew the house over.
4. Man is the glory, jest, and riddle of the world.
5. On historic ground we travel.
6. I admire the picture of which you speak.
7. The captain went below from the deck.
8. What are you talking about ?
9. From whom have you come?
10. Let us go for a walk.
11. Write your name in kindness, love, and mercy on the hearts of thousands.

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12. William H. Seward ranks with Chase and Douglas.
13. In the meadow, in the summer evening, lived a firefly.

14. A little old woman before me,
Went slowly down the street.
15. In the fold of her rusty mantle,
Sudden her footsteps caught.

Relative Pronouns

FIRST LESSON

A relative pronoun is a word that takes the place of a noun, and connects the clause in which it stands with the word that the clause modifies.

In the following sentences select with the teacher the relative pronouns, and determine what they connect: —

1. Mercury was the god who carried messages.
2. He had wings, which were on his feet.
3. He also possessed a staff, which he carried in his hands.
4. The other gods told Mercury what he should do.
5. He is the man that did the deed.
6. The man whom I saw has disappeared.
7. We desire friends whose sincerity we trust.
8. We work for what we want.
9. Lincoln split the rails which made his fences.
10. It was a poor cabin in which he lived.
11. Coral, whose beauty attracts every one, is difficult to get.
12. The crow pulls up what the farmer plants.
13. Lack of attention, which is really lack of thought, is really either folly or madness.
14. Never trouble another for what you can do yourself.
15. Men and women who have become useful have been industrious.

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The relative pronouns are *who, which, what, that.*

Who is used to refer to persons only.

Which is used to refer to things only.

That is used to refer to either persons or things.

What is used when the antecedent is not expressed.

Find illustrations of the truth of the above four statements in the exercises of this lesson.

A relative clause always modifies the antecedent of the relative pronoun.

Test the truth of this statement by referring to the sentences of this lesson.

There are three things to consider about a relative pronoun: (1) its antecedent; (2) what it connects; (3) its use in its own clause.

Determine the use of each relative pronoun in this lesson.

SECOND LESSON

Construct ten sentences, illustrating as many uses of the relative pronoun as you can.

Draw one line under the relative clause, two lines under the relative pronoun, and three lines under the antecedent. State above the relative pronoun its construction in its clause.

THIRD LESSON

In the following sentences select the relative pronouns and their antecedents. State what each relative pronoun connects, and its construction in its own clause.

1. Washington, whom the country loved, was the first President.

2. The horse, that was sick, died.

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3. Harrison, for whom the people voted for President, died a month after he took his office.

4. All people do not do what they are supposed to do.

5. Mr. McKinley, who was elected President, was chosen in 1896.

6. The Japanese, who are great tea-drinkers, are very dark.

7. Asia, which was the first known land, is of great interest to mankind.

8. Napoleon, whom the world honored, died at St. Helena.

9. Lord Roberts, whose name is widely known, has gone to the Transvaal.

10. The Chinese, against whom there is much prejudice, do not adopt modern ideas.

FOURTH LESSON

Do with the relative pronouns of the following sentences as you did with those in the sentences of the third lesson.

1. The Japanese, who possess energy, are becoming a great nation.

2. The officer, whom we saw, was a general.

3. We cannot always have what we want.

4. The man, that brings about war, should be condemned.

5. Each one gives what he thinks best.

6. The bicycle, on which he rode, lay on the grass.

7. The dog, whose master was lost, barked loudly.

8. Do not be discouraged by mistakes, into which any man may fall.

9. We may gain much from the mistakes which we make.

10. Audubon loved the animals which lived near him.

11. It was his father who taught him.

12. His father suggested a plan by which he might preserve birds without killing them.

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13. A book, in which were pictures of animals, was placed in his hands.

14. He at once began to draw whatever came to hand.

15. The drawings, which he made, have become famous.

Relative Adjectives

Which and *what* are sometimes used to connect two clauses, and, at the same time, to modify a noun. When they are used in this way they are called relative (or conjunctive) adjectives.

EXAMPLES

1. I do not care what hat you wear.
2. I do not care which hat you wear.
3. He told what answer he would give.
4. Each one must decide what course he will pursue.

Relative Adverbs

Where, when, whence, why, whither, as, are sometimes used to connect two clauses, and at the same time to modify the verb of the clause in which they stand. When they are used in this way they are called relative (or conjunctive) adverbs.

EXAMPLES

1. We saw the place where the accident was.
2. He went when he was given permission.
3. They looked in the direction whence the noise came.
4. She gave the reason why she stayed at home.
5. The friends looked in the direction whither the boat was going.
6. The train left as the conductor had said.

Where and *when* have the compound forms *wherein, whereby, wherefore,* etc., and *whenever.*

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C. Connective Verbs

FIRST LESSON

Some verbs, besides making a statement, form a connecting link between the subject and the noun (or pronoun) or adjective following. Such verbs are called connective or copula verbs.

Five very common copula verbs are: *to be, to become, to seem, to appear, to look.*

The verb *to be* (and all other copula verbs) never takes an object. It may be followed by a noun or pronoun, meaning the same as the subject, called a predicate nominative; or by an adjective, modifying the subject, called a predicate adjective.

In the following sentences select with the teacher the copula verbs, and state what they connect.

1. The pine is an evergreen tree.
2. Spruce and balsam are also evergreens.
3. Other trees become brown in winter.
4. These look green the year round.
5. The stars look bright on a cold night.
6. The air becomes warm when there are clouds.
7. A boy soon becomes a man.
8. Wrong should never seem right.
9. A stick in the water looks broken.
10. Honesty is the best policy.
11. It does not always seem the best policy.
12. Praise undeserved is satire undisguised.
13. Not to progress is to retrogress.
14. The Milky Way looks white.
15. The moon becomes red during the eclipse.

The verb *to be* is sometimes used in the sense of to exist, *i.e.* "God is." In this case it is not a copula verb.

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SECOND LESSON

Construct two sentences in which some form of the verb *to be* shall be followed by a predicate adjective; and two sentences in which it shall be followed by a predicate nominative.

Use each of the other copula verbs in four sentences in the same way.

THIRD LESSON

In the following sentences select the copula verbs, the predicate nominatives, and the predicate adjectives: —

A predicate adjective may precede the copula verb, *i.e.* Sweet are the uses of adversity.

1. I am not covetous for gold.
2. The book is his.
3. Be civil.
4. Beautiful is young enthusiasm.
5. True politeness is perfect ease and freedom.
6. Men at some time are masters of their fate.
7. Happy is the man whose good intentions have borne fruit in deeds.
8. The child is father to the man.
9. The groves were God's first temples.
10. The end and aim of all education is the development of character.
11. The world is full of thoughts.
12. To thine own self be true.
13. The clouds looked black in the east.
14. "Uncle Tom's Cabin" became a famous story.
15. An ignorant man was a visitor in Paris. He seemed pleased with what he saw. But wonderful enough one thing appeared. "How clever the children are," he said, "although they look ordinary, for they speak French quite as well as the children in London speak English."

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REVIEW OF MODIFYING AND CONNECTIVE RELATIONS

FIRST LESSON

1. Why was the chapter on "Phrasing" placed at the beginning of the book?

2. On what does the phrasing of a sentence depend?

3. Did all literature come into existence already punctuated.

4. Why is it that different scholars would punctuate an old manuscript differently?

5. Which one would be right?

6. Give the headings of the chapters up to this point.

7. Why are the chapters placed in this order?

8. Prove that the word *brave* may be used as (*a*) a verb; (*b*) a noun, subject of a verb; (*c*) a noun, object of a verb; (*d*) an adjective.

9. Prove that the infinitive phrase, *to exercise*, may be used as (*a*) subject; (*b*) object; (*c*) adverb.

10. Prove that the clause, *whence it came*, may be used as (*a*) subject; (*b*) object; (*c*) adverb.

11. Explain the difference between descriptive, demonstrative, interrogative, indefinite, and numeral adjectives.

12. Give four adjectives under each of the above classes.

13. How can you tell the difference between a demonstrative pronoun and a demonstrative adjective.

14. Give a sentence illustrating the use of each of the above.

15. How can you tell the difference between an interrogative pronoun and an interrogative adjective? Illustrate.

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16. Illustrate the use of numerals as nouns and as adjectives.

17. Illustrate the use of an adverb modifying a verb; modifiying an adjective; modifying another adverb.

18. How can you tell the difference between a relative pronoun and a relative adjective?

19. Give a sentence illustrating the use of a relative pronoun.

20. Give a sentence illustrating the use of a relative adjective.

21. What three things does a relative pronoun do?

22. What two things does a relative adverb do?

23. A relative pronoun always introduces what kind of a clause?

24. Give a list of the different kinds of connectives that you have studied about.

25. Give a list of words under each kind of connective.

SECOND LESSON

Select in the following sentences the modifying words, phrases, and clauses, and the connecting words. Explain fully the use of each.

1. Don't cross the bridge until you come to it.
2. Now and then a puff of wind comes around the corner.
3. Who knows whither the clouds have fled?
4. He who fills his heart with the truths of the poets may work them out in heroic deeds.
5. The field mouse makes a tiny round nest of blades of grass, or wheat, or straw.
6. What a spur and impulse the summer shower is!
7. What ardently we wish we soon believe.

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8. This is the children's hour.
9. Upon what food do these birds subsist?
10. With what are their nests lined for warmth?
11. Charms strike the sight, but merit wins the soul.
12. The robins build their nests when the woods and grass are still brown.
13. He will succeed because he is honest.
14. A square is a figure whose opposite sides are parallel.
15. The house to which we went appears deserted.

THIRD LESSON

In the following selection make a list of all the modifiers and connectives. State what kind each is and what is modified or connected.

THE CORPORAL'S WATCH

A corporal in the Life-guards of Frederick the Great was a brave but rather vain fellow. He could not afford a watch, but he managed to buy a chain, and this he wore with a bullet at the end. The king, hearing of this, thought he would have a little fun at the soldier's expense. He said to him, "It is six o'clock by my watch. What is it by yours!" The man drew the bullet from his pocket and answered, "My watch does not mark the hour, but it tells me every moment that it is my duty to face death for your Majesty." "Here, my friend," said Frederick, offering him his own costly watch, "take this, that you may be able to tell the hours also."

ANALYSIS OF SENTENCES

We have now become familiar with all the relations that words may hold to each other in a sentence. The process of finding these relations is called analysis. A

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good deal of practice is yet necessary, however, in order to gain the power to think quickly and accurately in grammatical study.

The following order is suggested as a logical one to use in analyzing sentences: —

The sentence (here copy the sentence to be analyzed).
Classification of sentence according to use (declarative, imperative, interrogative, exclamatory).

PART SELECTED	USE	RELATION	CLASSIFICATION
Main verb			
Subject (simple)			
Object (simple)			
Subject modifiers			
Words			
Phrases (these should be analyzed when they occur)			
Clauses (these should be analyzed after the other parts of the sentence)			
Object modifiers			
Words			
Phrases			
Clauses			
Predicate verb modifiers			
Words			
Phrases			
Clauses			

(Here may be placed analysis of any clauses, following same plan as above.)

Classification of sentence according to structure (simple, compound, complex).

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Example of the analysis of a sentence: "We saw in the yard the horse that ran away." This sentence makes a statement. It is therefore a declarative sentence.

	PART SELECTED	USE	RELATION	CLASSIFICATION
	saw	states	pred. v.	v.
	We	answers "Who saw?"	subj.	per. pro.
	horse	answers "Saw what?"	obj.	com. n.
	the	points out *horse*	adj.	def. art.
	that ran away	defines *horse*	adj.	rel. cl.
	in the yard	tells where *we saw*	adv.	prep. adv. ph. of place
PHRASE	in	connects *yard* and *saw*	connecting	prep.
PHRASE	yard	answers "in what?"	obj.	com. n.
PHRASE	the	points out *yard*	adj.	def. art.
CLAUSE	that	connects *that ran away* with *horse*	connecting	rel. pro.
CLAUSE	ran	states	pred. v.	v.
CLAUSE	that	answers "Who ran?"	subj.	rel. pro.
CLAUSE	away	tells where *he ran*	adv.	adv. place

What is analysis?

Are other things analyzed besides sentences?

Give the analysis of some word.

Give the analysis of some object.

FIRST LESSON

Analyze the following simple sentences: —

1. Give me neither poverty nor riches.
2. Poorly learned lessons slip from the memory.
3. A soul without reflection runs to ruin.
4. Three fishers went sailing out into the west.
5. The walls of the building were very thick.

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SECOND LESSON

Analyze the following simple sentences: —

1. Our forefathers purchased liberty with their blood.
2. Their glory and their might shall perish.
3. She raised her jewelled hand and flung her tresses back.
4. Enjoyment may afford strength to body and mind.
5. A dishonest beggar, finding himself reduced to his last penny, began a dishonest career.

THIRD LESSON

Analyze the following compound sentences: —

1. Wealth will not bring happiness nor will fame yield peace.
2. I must refuse your generous offer, or I must break my word with my employer.
3. Washington's army had many raw recruits, but he never despaired.
4. Nature is frugal and her wants are few.
5. Cheerfulness keeps a kind of daylight in the mind and fills it with a steady and perpetual serenity.

FOURTH LESSON

Analyze the following complex sentences: —

1. Hail to the chief who in triumph advances.
2. Most troubles that we meet in this world arise from an irritable temper.
3. I came because you called me.
4. A temperate man eats that he may love.
5. I will go with you, if you wish it.

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FIFTH LESSON

Analyze the following complex sentences: —

1. He had a fever when he was in Spain.

2. A strange feeling had been growing upon him while he slept.

3. That the gate had been left open had been quite forgotten.

4. I cannot admire the man for whom the song of birds has no charms.

5. Every influence that breathes from Irving's writings is good and generous.

SIXTH LESSON

Analyze the following selection: —

SEPTEMBER

1. The goldenrod is yellow,
   The corn is turning brown.
   The trees in apple orchards
   With fruit are bending down.

2. The gentian's bluest fringes
   Are curling in the sun.
   In dusky pods the milkweed
   Its hidden silk has spun.

3. The sedges flaunt their harvest
   In every meadow nook;
   And asters by the roadside
   Make asters in the brooks.

4. From dewy lanes at morning
   The grapes' sweet odors rise.
   At noon the roads all flutter
   With yellow butterflies.

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5. By all these lovely tokens
September days are here,
With summer's best of weather
And autumn's best of cheer.

SEVENTH LESSON

Analyze the following: —

A Dutch vessel and an English vessel were lying near each other. One of the Dutch sailors wished to show his activity. He ran up the mast and stood on his head on the top of it. One of the English sailors, who disliked Dutchmen, also tried to do the same thing. He, however, fell. The rigging broke his fall and he alighted on the deck unhurt. "There," he cried, "do that if you can."

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PART II

CHAPTER I

DECLENSION OF NOUNS

IN Part I we have studied the relations that words in a sentence may hold to each other, and we have seen that only four relations are possible.

State what those relations are.

This study of grammatical relations terminates in the analysis of the sentence.

In Part II we shall study the different forms that words may assume, (1) to fit them for the different relations that they may hold; and (2) to express modifications in meaning.

FIRST LESSON

Nouns and pronouns change their form to indicate their relation in the sentence.

Three of these relations are called cases; and have been named as follows: —

subject relation = nominative case
object relation = objective case
modifying relation (in some instances) = possessive case

Examples: —

The nominative case — The *man* ran

The objective case { I saw the *man*
We looked at the *man*

The possessive case — A man's reputation is worth preserving.

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The three case forms arranged in some order, in the singular and plural numbers, make the declension of the noun or pronoun. The order that custom has established is: —

	SINGULAR NUMBER	PLURAL NUMBER
Nominative case	man	men
Possessive case	man's	men's
Objective case	man	men

What is declension?

In the following sentences select the words in the nominative, possessive, and objective cases: —

1. John struck James with a stick.
2. The farmer has a horse.
3. The farmer's horse became famous.
4. Charity covers a multitude of sins.
5. Softly blows the summer breeze.
6. Was the speaker's voice clear?
7. The eagle's flight we watched.
8. The man's coat had signs of wear.
9. From the north came the winter's blast.
10. The grocer's prices were high.

SECOND LESSON

It will be noticed in the declension of the noun, *man*, in the preceding lesson, and also in the sentences, that the objective case form in the singular is like the nominative case form in the singular; and that the plural objective form is like the plural nominative form.

The plural nominative form, however, differs from the singular nominative form. The plural nominative forms are made in several ways.

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1. The most common way of making the plural nominative form is by adding *s* (or *es* where the sound requires it) to the singular nominative form.

Write a column of twenty nouns in the singular, and underline those that form their plural by adding *s* or *es*.

2. There are several other methods that have developed with the growth of the language. But as each method applies to a limited number of words, rules are of little assistance. We become familiar by use with the plural forms, and then we notice that these plurals may be brought together into groups. We shall follow this process.

Give the plural form of each noun in the following list. With the aid of the teacher, the words that form their plural in the same way may be grouped together, and a statement (rule) may be made regarding each group.

Copy the following words in column and to the right of each word place the plural form: grocer, hat, eagle, sea, grass, box, wish, church, city, lady, pony, body, monkey, boy, toy, bay, leaf, loaf, beef, calf, wife, knife, life, cargo, echo, hero, canto, solo, folio, man, goose, tooth, ox, child, sheep, deer, cannon, swine, bellows, gallows, physics, politics, brother, cloth, index, die, a, b, c, d.

A careful study of the plural forms of the above words will reveal thirteen groups. Other words may be added to each group.

There are also a large number of words taken from foreign languages that have not yet lost their foreign plural form. The following are very common words of

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this class and they should be learned. The plural forms may be found in the dictionary at the same time that the meanings are looked up: formula, vertebra, radius, magus, focus, medium, memorandum, stratum, hypothesis, crisis, ellipsis, analysis, oasis, madame.

THIRD LESSON

The possessive case is formed in the singular by adding *'s* to the nominative singular.

The possessive case is formed in the plural by adding *'s* to the nominative plural, if the nominative plural does not end in *s*. If the nominative plural does end in *s*, the possessive plural is formed by adding ' only.

Form the possessive singular of the following nouns: boy, lady, baby, wife, thief, negro, hero, child, madame, horse, fox, pony, mouse, ox, leaf, edge, goose.

Put each one of these possessives into a sentence.

Form the possessive plural of each of the above nouns.

It appears to be a growing custom among good writers to avoid the use of the possessive case of all nouns standing for things without life, and in all instances where its use produces a clumsy expression. How can the use of the possessive case be avoided?

FOURTH LESSON

(*a*) In the following sentences make such changes that each noun in the possessive case singular shall be in the possessive case plural or the reverse. In which

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of these sentences do you think it would be better to use a phrase rather than the possessive case?

1. A mother's cares are many.
2. A horse's legs are slender.
3. The soldier's duty takes him into danger.
4. The sailor's joys are mixed with hardship.
5. A boy's games should be honestly played.
6. A housekeeper's work is never done.
7. It is a citizen's duty to vote.
8. There is danger in playing with a tiger's young.
9. Animals often have a man's courage.
10. A woman's endurance is generally underestimated.
11. The boy's coat was torn.
12. The photographer's lens was too small.
13. They praised the doctor's skill.
14. The child's clothes are clean.
15. They found the thief's tools.
16. We admired the ladies' dresses.
17. The babies' playthings were broken.
18. Hunters tell many stories of foxes' cunning.
19. A wife's duties are numerous.
20. The eagle's wings are strong.

(*b*) Turn the following prepositional phrases into nouns in the possessive case:—

1. The home of our ancestors.
2. The wars of the barbarians.
3. The health of the children.
4. The cunning of the fox.
5. The army of the Britains.
6. The freedom of the slaves.
7. The strength of the horse.
8. The politeness of the boys.
9. The skill of the doctors.

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10. The success of the men.
11. The fragrance of the lillies.
12. The kindness of the nurse.
13. The harshness of the overseer.
14. The beauty of the trout.
15. The graceful motions of the deer.

FIFTH LESSON

Correct the following sentences: —

1. My friends hat was lost.
2. The mans' courage was well known.
3. The suns' rays are bright.
4. The wolfs' hunger made them savage.
5. We admire childrens' simplicity.
6. Babie's hands are always small.
7. Jame's hat blew off.
8. Englands' calls to duty meets with a hearty response.
9. Poets homes attract travellers.
10. A ponys' hoofs are small.
11. A bicycles structure is delicate.
12. America's spirit is progressive.
13. The wheels spokes were broken.
14. Noted mens' autographs are often in demand.
15. A childs' mind is impressionable.
16. The lions' roar terrified the hunter.
17. The tired boys' eyelids closed.
18. Musics charms have great power.
19. The schools reputation was good.
20. People's idea's differ.
21. Our nations' honor must be maintained.
22. The worlds interests' are ours.
23. Africas' resources have developed.
24. Washingtons' farewell address has had great influence.
25. The enemies' of good order should be controlled.

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SIXTH LESSON

Write the declension of girl, horse, lady, star, boy.

Illustrate by a sentence the nominative case, by another sentence the possessive case, by another sentence the objective case of some noun.

In the following sentences state what case each noun is in. Decline all the nouns in the first five sentences.

1. The bird's call was peculiar.
2. Clay and Webster stood for the Constitution above all other things.
3. Sumner's father was interested in his education.
4. The rose's petals have fallen.
5. Many people admired the lion.
6. Do you like the color of the school ink.
7. Cheerfulness is the best promoter of health.
8. Success grows out of struggles to overcome difficulties.
9. Duty's path is the way to glory.
10. The hand that rocks the cradle rules the world.

SEVENTH LESSON

We have studied the changes in the form of nouns to indicate case and number. Nouns also change their form to indicate gender. From the standpoint of sex, objects may be divided into three classes:—

1st, male sex
2d, female sex
3d, without life

In English those nouns that stand for objects of the male sex are of the masculine gender. Those that

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stand for objects of the female sex are of the feminine gender. Those that stand for objects without life are of the neuter gender. The term, common gender, is applied to those words that stand for objects of either or both sexes; as parent, fish, friend, etc.

1. In some cases the feminine noun is formed from the masculine noun.

Give the feminine forms of the following nouns and explain how each is made: baron, heir, lion, shepherd, actor, tiger, master, negro, hero, czar, administrator.

2. In some cases the gender is indicated by prefixing a masculine or feminine word. Give the feminine of he-goat, man-servant.

3. In some cases entirely different words are used to indicate the gender.

Give the feminine of the following: father, son, uncle, nephew, gentleman, boy, horse, brother, husband, lord.

4. In some cases an object without life is thought of as possessing masculine or feminine qualities, and the noun is therefore said to be of the masculine or feminine gender.

From this point of view of what gender, in your opinion, could we consider the following words to be? mountain, earth, ship, peace, joy, sun, moon, breeze, hurricane.

EIGHTH LESSON

There are three grammatical persons. The person speaking is said to be in the first person. The person spoken to is said to be in the second person. The person or thing spoken of is said to be in the third person.

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Give the person of each noun in the following sentences: —

1. The house that Jack built still stands in the imagination.
2. I, John, am speaking.
3. You, Mary, have studied well.
4. Boys, a path!
5. Charge! Chester, charge!
6. Come, winter winds, and blow your blast.
7. O holy night! from thee I learn to bear
   What man has borne before.
8. Build me straight! O worthy master!
   Stanch and strong, a goodly vessel.

NINTH LESSON

A statement of all the grammatical facts regarding a word is called parsing.

It is better to follow some order in giving these facts. A proper order may be determined with the teacher after a study of the nouns in the following sentence: —

Tennyson, England's greatest modern poet, was a devoted lover of the beautiful from the very beginning of his career.

Parse each noun in the following letter of John Quincy Adams to his father (written in 1777): —

I love to receive letters very well; much better than I love to write them. I make but a poor figure at composition, my head is much too fickle. My thoughts are running after birds' eggs, play, and trifles, till I get vexed with myself. Mamma has a troublesome task to keep me steady, and I own I am ashamed of myself. I wish, Sir, you would give me some instructions with regard to my time, and advise me how to proportion my studies and my play.

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CHAPTER II

DECLENSION OF PRONOUNS

FIRST LESSON

	First Person	Second Person	(Old Form)
	Sing.	*Sing.*	*Sing.*
Nominative	I	you	(thou)
Possessive	my *or* mine	your *or* yours	(thy *or* thine)
Objective	me	you	(thee)
	Plur.	*Plur.*	*Plur.*
Nominative	we	you	(ye)
Possessive	our *or* ours	your *or* yours	(your *or* yours)
Objective	us	you	(ye)

Third Person

	Masculine	Feminine	Neuter
	Sing.	*Sing.*	*Sing.*
Nominative	he	she	it
Possessive	his	her *or* hers	its
Objective	him	her	it
	Plur.	*Plur.*	*Plur.*
Nominative	they	they	they
Possessive	their *or* theirs	their *or* theirs	their *or* theirs
Objective	them	them	them

These are called personal pronouns because they show by their form the grammatical person intended.

These pronouns are frequently misused. To assist in using them properly the four following rules should be learned and kept constantly in mind: —

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Rule 1. The subject of a verb is in the nominative case and should have the nominative case form.

Rule 2. The object of a verb or preposition is in the objective case and should have the objective case form. (Why have we not heeded these two rules before?)

Rule 3. A noun or pronoun which modifies another noun, showing possession, is in the possessive case, and should have the possessive case form.

Rule 4. A noun or pronoun, used with a copula verb, meaning the same as the subject, is in the nominative case, and should have the nominative case form.

SECOND LESSON

In the following sentences explain why each personal pronoun is in its proper form: —

1. He is a tall man.
2. My friends saw me.
3. Are they trustworthy?
4. The entertainment gave pleasure to me.
5. I looked at him.
6. It was I who came.
7. They helped us a great deal.
8. You wrong me, Brutus.
9. I beseech you, sir, be not out with me; yet, if you be out, I can mend you.
10. It is your hat.
11. His hat was too large for him.
12. My friend and I went together.
13. The train bore my friend and me away.
14. The train stopped for my friend and me.
15. John is older than I.

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16. The collector took your ticket, but not mine.
17. John was taller than he.
18. Hold fast all that I give thee.
19. My friend took their photographs with her camera.
20. Cast thy bread upon the waters and it shall return to thee after many days.
21. Shall I give it to her with your thanks?
22. We shall take our boats with us.
23. It was she who told the story to them.
24. The snake raised its head to strike him.
25. I have only one counsel for you — be master.

THIRD LESSON

In the following sentences insert some personal pronoun, and explain why the form you select is correct:—

1. Here am ——.
2. Here is ——.
3. Here are ——.
4. I looked for ——.
5. I looked for ——.
6. I looked for ——.
7. I looked for ——.
8. They looked for ——.
9. He saw ——.
10. He saw ——.
11. He saw ——.
12. He saw ——.
13. He saw ——.
14. That boy runs faster than ——.
15. That boy runs faster than ——.
16. That boy runs faster than ——.
17. That boy runs faster than ——.
18. That boy runs faster than ——.
19. That boy runs faster than ——.

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20. Neither you nor —— can perform the task.
21. Neither you nor —— can perform the task.
22. Neither you nor —— can perform the task.
23. Neither you nor —— can perform the task.
24. Neither you nor —— can perform the task.
25. He is taller than ——.
26. He is taller than ——.
27. He is taller than ——.
28. He is taller than ——.
29. He is taller than ——.

FOURTH LESSON

Make sentences, each one of which shall contain a different form of the personal pronoun used correctly, as follows: —

1. Five sentences using the personal pronoun as subject.
2. Five sentences using the personal pronoun as object of a verb.
3. Five sentences using them as object of a preposition.
4. Five sentences using them as predicate nominative.
5. Five sentences using possessive forms.

FIFTH LESSON

Correct the following sentences according to the rules of the preceding lesson. Write out in full the reasons for all corrections in the first ten sentences: —

1. Him went astray.
2. I saw he.
3. The boy sold they marbles.
4. She hat was very becoming.
5. The dog's were very hungry.

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6. That boy was heavier than me.
7. They saw the wild animals.
8. Was it her?
9. Them are my books.
10. She suffers more than him.
11. Both he and his brother I heard when they sang.
12. That could not be her.
13. I fear that it is him.
14. That could not be him.
15. I would not do that, if I were him.
16. Will you have John and I for friends?
17. The doctor gave medicine to mine brother and I.
18. Who broke the window? Them.
19. They who were at fault the teacher punished.
20. May, Harry, and me play ball in the street.
21. If it was left to I you should not go.
22. Them are yours.
23. Here am me.
24. Them girls went down town.
25. This is her.

SIXTH LESSON — Relative Pronouns

Of all the relative pronouns only one is declined, as follows: —

	Singular	*Plural*
Nominative	who	who
Possessive	whose	whose
Objective	whom	whom

In the following sentences determine the case of each relative pronoun, and state why the form is correct: —

1. I liked the person whom you introduced.
2. I saw the man who was here.
3. The person whose property was sold failed.

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4. He who loves reading has everything within his reach.
5. A person trusts those who are his friends.
6. Those whom we trust should be trustworthy.
7. This is the man whom I mean.
8. People love those who are lovable.
9. I know well whom to compare her with.
10. He who reigns within himself is more than a king.
11. Who wins the race shall wear the crown.
12. He who strives to win shall succeed.
13. Whom he seeks, he finds.
14. What you know, tell me, please.
15. To whom did you give the key.
16. I well remember her whose name you mention.
17. The book, that was lost, was mine.
18. All the animals, which he owned, are sold.
19. The eclipse, which has just passed, was a disappointment to some.
20. We will try to remember what we have learned.

SEVENTH LESSON

In the following sentences supply the proper form of relative pronouns, and state why the form you select is correct.

Custom has established that the relative pronoun *who* (with *whose* and *whom*) should be used when persons are referred to; that *which* should be used when animals or things are referred to; that *that* may be used when either a person or a thing is referred to; that *what* should be used when no antecedent is expressed.

1. This is the house —— Jack built.
2. It was John —— owned the book.
3. Mr. Webster was a man of —— the country was proud.

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4. The boy received the punishment —— he deserved.
5. People receive in this world —— they deserve.
6. That man means —— he says.
7. He read the note —— was brought to him.
8. Have you seen the horse —— I spoke of?
9. We, —— speak to you, are native born.
10. Give us, oh give us, the man —— sings at his work.
11. Every man should say —— he means.
12. Bacon first discovered the rules by —— knowledge is improved.
13. I did not know the person —— called.
14. He says —— he means, and means —— he says.
15. This is the day on —— we gained our independence.

EIGHTH LESSON

Make up twenty sentences, using the relative pronouns correctly in as large a variety of ways as possible.

NINTH LESSON

Correct the following sentences as to use and form of relative pronouns. State the reason for your correction: —

1. Choose who you wish.
2. I know the man what was here.
3. Many trees who are found in the West grow very tall.
4. I can find a man who you can trust.
5. We all know people whom are trustworthy.
6. A person believes those which are honest.
7. Do you know the person what lives here?
8. I never remember whom she is.
9. Whom books are these.
10. We know many people which are tall.
11. It was Clara which called.

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12. He always repeats what he hears.
13. To who are you speaking?
14. Mary called Fido who was fighting.
15. Give the book to me, to which it belongs.

TENTH LESSON

The interrogative pronouns are *who, which, what.*

(For declension of these forms see relative pronouns.)

Determine the case of each interrogative pronoun in the following sentences: —

1. Whose horse have you?
2. To whom does the horse belong?
3. Who is there?
4. What do you think of it?
5. Which of the girls can sew the best?
6. Whom do the people respect?
7. Whose monument is that?
8. Who addressed the people?
9. From whom did you receive the invitation?
10. Which of the nations has the largest navy?
11. Who can be compared with Lincoln?
12. Whom is he to visit?
13. What did he say?
14. Whom did you mean?

ELEVENTH LESSON

Supply the proper interrogative in each of the following sentences: —

1. Of —— do you speak?
2. —— is to be attempted next?
3. —— came here yesterday?
4. By —— was she appointed to the place!

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5. —— is the cause of the late war?
6. —— fault is it?
7. —— ought to be victorious?
8. —— do you consider in the right?
9. —— started the idea of arbitration?
10. With —— were you talking?
11. —— name stands foremost in our country's history?
12. Concerning —— were the reports?
13. For —— did you call?
14. —— did you call for?
15. Of —— were you speaking?

TWELFTH LESSON

In the following sentences substitute the correct form of the interrogative pronoun, stating why you make each change: —

1. Whom do you suppose it was?
2. Who have we here?
3. By who was the book written?
4. Whom was with you?
5. Of who did you speak?
6. Who did you see?
7. Whom is that?
8. Whom was it that you saw?
9. Who does this hat belong to?
10. Who have I seen?

THIRTEENTH LESSON

This and *that* are the demonstrative pronouns. They are never used in the possessive case.

They are declined: —

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	Singular	*Singular*
Nominative	this	that
Possessive	——	——
Objective	this	that
	Plural	*Plural*
Nominative	these	those
Possessive	——	——
Objective	these	those

Determine the case and antecedent of each demonstrative pronoun in the following: —

1. This is the best book.
2. Tell me which of these is the prettier.
3. That is very nice.
4. I will take this.
5. Those are her books, but these are mine.
6. I am quite sure that that is hers.
7. If these are not yours, whose are they?
8. This is the child that ran away.
9. This is where Washington had his headquarters.
10. That is ivory from Africa.

FOURTEENTH LESSON

After stating, with the teacher, all the grammatical facts regarding each of the pronouns in the following, determine a proper order to use in parsing pronouns: —

> "Hadst thou stayed I must have fled!"
> This is what the vision said.

Parse all the pronouns in the following extract from a letter written by Phillips Brooks: —

When the little children in Venice want to take a bath, they just go down to the front steps of the house and jump

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off and swim about in the street. Yesterday I saw a nurse standing on the front steps, holding one end of a string, and the other end was tied to a little fellow who was swimming up the street. When he went too far, the nurse pulled in the string, and got her baby home again. Then I met another youngster swimming in the street, whose mother had tied him to a post by the side of the door, so that when he tried to swim away to see another boy who was tied to another post up the street, he couldn't, and they had to sing out to one another over the water. Is this not a queer city? You are always in danger of running over some of the people and drowning them, for you go about in a boat instead of a carriage, and use an oar instead of a horse. But it is ever so pretty, especially the children are very bright and gay and handsome.

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CHAPTER III

COMPARISON

FIRST LESSON

ADJECTIVES are inflected to express degrees of superiority or of inferiority of one person or thing in comparison with one or more other persons or things.

There are three degrees of comparison, the positive, the comparative, the superlative.

The positive degree is the simplest form of the adjective, and is used when only one person or thing is in mind.

The comparative degree is used when two persons or things are in mind for comparison.

The superlative degree is used when three or more persons or things are in mind for comparison.

With the teacher make a list of the adjectives in the positive degree in the following sentences.

Make another list of the adjectives in the comparative degree.

Make a third list of the adjectives in the superlative degree.

1. Daniel Webster made tolerable progress in most branches of study.
2. He says he could not make a good declamation in those early days.
3. His kind and excellent teacher tried to encourage him.

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4. He was a strict observer of order.

5. He never engaged in college disturbances.

6. Webster endeavored to hold in mind the most striking and most interesting passages that he read.

7. Burns is the greatest poet that ever sprung from the bosom of the people and died in an humble condition.

8. Oh, Burns was a good-looking fellow! He was that; rather black and ill-colored; but he could not help that, you know. He was a strong, manly looking chap, and a sterling, substantial fellow.

9. Burns's person was strong and robust, his manners rustic, not clownish. I think his countenance was more massive than it looks in any of his portraits.

10. As a poet, Burns stands in the front rank. His conceptions are all original. His thoughts are new and weighty.

11. Rum will brutalize the manliest man in Christendom.

12. The noblest motive is the public good.

13. The freedom of the mind is the highest form of independence.

14. A great nation is made only by worthy citizens.

15. The man showed an easier way.

16. The sun is less bright to-day than yesterday.

17. Santa Claus is the merriest of men.

18. He has fewer friends than his brother.

19. That book aroused the least interest of any book recently published.

20. Man is the most exalted of the vertebrates, fish are the least exalted.

21. Crafty men despise studies.

22. Simpler men admire studies.

23. The wisest men use studies.

24. The better a man, the happier he ought to be.

25. There are many cultivated blossoms less pleasing than the dandelion, and their passing away is more spiritual than their bloom.

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26. To-day is hotter than yesterday.

27. Let us go to a fairer climate than this.

28. Ignorance does not always produce ruder manners than learning.

SECOND LESSON

In the preceding lesson, lists were made of the adjectives in the positive degree, the comparative degree, and the superlative degree.

Put each positive degree adjective into a sentence where two persons or things shall be compared. Make a list of those adjectives that, in your opinion, cannot properly be used in the comparative degree.

Put each positive degree adjective into a sentence where three or more persons or things are compared.

THIRD LESSON

From the list of comparative degree adjectives made in the First Lesson of this chapter, select those that form the comparative degree by adding *er* to the positive degree form.

Write the positive degree form of such adjectives, and make the comparative degree from it.

(*a*) Make a statement regarding those adjectives whose positive degree form ends in *e*.

(*b*) Make a statement regarding those adjectives whose positive degree form ends in a single consonant preceded by a short vowel.

(*c*) Make a statement regarding those adjectives whose positive degree form ends in *y*.

Give examples of adjectives in each of the above classes.

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From the list of comparative degree adjectives select those which form the comparative degree by placing *more* before the positive degree form.

What part of speech is *more* in this use?

Illustrate the use of the word *more*, as a noun, and as an adjective.

It will be found that, in general, the longer adjectives (those with three or more syllables) will form their comparative degree by the use of *more*.

All adjectives may be compared by the use of *more* and *most*, except irregular adjectives. Euphony will determine in most cases whether it is better to use the ending *er*, or the word *more*.

The adjective *better* illustrates that class of adjectives which is compared irregularly. A few of such adjectives are given below.

POSITIVE	COMPARATIVE	SUPERLATIVE
good	better	best
bad, ill	worse	worst
little	less	least
much, many	more	most
late	latter (later)	last (latest)
nigh	nearer (nigher)	next (nighest)
old	elder (older)	eldest (oldest)
far	further (farther)	furthest (farthest)

FOURTH LESSON

From the list of superlative degree adjectives made in the First Lesson, select those which form the superlative degree by adding *est* to the positive degree form.

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Select those that form the superlative degree by placing *most* before the positive degree form.

Select those that express inferiority in comparison.

Write out the complete comparison of all the adjectives in the three above lists.

FIFTH LESSON

In the English language, adjectives are not declined. The remains of an early declension appear in the adjectives *this* and *that*, which have the plural forms, *these* and *those*, when used as adjectives, as they do when they are used as pronouns.

This and *that* should be used with singular nouns. *These* and *those* should be used with plural nouns.

Common Mistakes in the Use of Adjectives

1. The article *a* is often improperly used for *an* before a word beginning with a vowel sound. *An* is often improperly used before a word beginning with a consonant sound.

2. *These* and *those* are often improperly used to modify a singular noun.

3. The pronoun *them* is often improperly used for the adjectives *these* and *those*.

4. The superlative degree form of the adjective is often improperly used where only two persons or things are in mind for comparison.

5. *More* and *most* are often improperly used with adjectives already having the comparative or superlative degree form.

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Correct the mistakes in the following sentences, and give reasons for the corrections: —

1. An house was lately built on the avenue.
2. Them boys are too noisy.
3. Those kind of books are not worth reading.
4. This was the easiest of the two ways.
5. Our friend bought an new house.
6. Which was the greatest man, Webster or Calhoun?
7. There is a end to every trouble.
8. Children do not like these sort of games.
9. Do you see them stars near Orion?
10. The soldier decided it was best to obey rather than to disobey.
11. That was the most untidiest home I have ever visited.
12. Them clouds portend rain.
13. That dog grows more greedier every day.
14. No one knows who is the most richest man in the world.
15. A ounce of prevention is worth an pound of cure.

SIXTH LESSON

After stating, with the teacher, all the grammatical facts regarding each of the adjectives in the following, determine a proper form to use in parsing adjectives.

(Wordsworth wrote of Sir Walter Scott.)

"Blessings and prayers in nobler retinue
Than sceptred king or laurelled conqueror knows
Follow this wondrous potentate."

Parse all the adjectives in the following extract from "Uncle Tom's Cabin": —

The cabin of Uncle Tom was a small log building. . . . In front it had a neat garden patch, where, every summer, strawberries, raspberries, and a variety of fruits and vegetables flourished under careful tending. The whole front of it was

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covered by a large scarlet bignonia, a native multiflora rose, which, entwisting and interlacing, left scarce a vestige of the rough logs to be seen. Here, also, in summer, various brilliant annuals, such as marigolds, petunias, four-o'clocks, found an indulgent corner in which to unfold their splendors.

SEVENTH LESSON

Adverbs are inflected to express degrees of superiority or of inferiority in the relations which they hold.

There are three degrees of comparison, the positive, the comparative, the superlative.

Adverbs are compared as adjectives are, —

(*a*) By adding the endings *er* and *est* to the positive degree form.

(*b*) By placing *more* and *most* before the positive degree form.

(*c*) Irregularly.

(*d*) Some adverbs are not capable of comparison at all.

Compare the following adverbs — cheap, skilfully, faintly, early, slow, soon.

A few of the irregularly compared adverbs are given below: —

POSITIVE	COMPARATIVE	SUPERLATIVE
little	less	least
much	more	most
far	farther further	farthest furthest
late	later	latest last
well	better	best
ill	worse	worst
nigh near	nearer	next

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Common Mistakes in the Use of Adverbs

1. The negative adverb *not* is sometimes used incorrectly when the idea of the sentence is already negative.

2. An adverb is sometimes incorrectly used for an adjective, and an adjective is sometimes incorrectly used for an adverb.

3. Adverbs are sometimes incorrectly located in a sentence, thus giving an undesired turn to the idea. (The same inaccuracy in placing the correlative conjunctions, *either — or*, *neither — nor*, *not only — but also*, may also be noted here.)

Correct the mistakes in the following sentences, and give reasons for the changes you make: —

1. Your lessons will not never be learned.
2. Such noises sound disagreeable.
3. The flower smells sweetly.
4. I do not think you are right.
5. My aunt is soon expected to arrive.
6. He only came here to be troublesome.
7. It is neither necessary to deny it nor to admit it.
8. Satin feels smoothly.
9. I will not by no means live meanly.
10. Nothing can justify ever an untruth.
11. The ladies were nearly dressed alike.
12. The gentlemen are not requested to enter the ladies' cabin.
13. The house either is a church or a school.
14. The orator speaks very fluent.
15. Our friend acted very wise.

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EIGHTH LESSON

State, with the aid of the teacher, all the grammatical facts regarding each of the adverbs in the following sentence. Determine a proper order to use in parsing adverbs.

The darkest hour in the life of any young man is when he sits down to study how to get money without honestly earning it. — HORACE GREELEY.

Parse all the adverbs in the following selection from "Uncle Tom's Cabin":—

Old Bruno, a great Newfoundland, who slept at the end of the porch, rose with a low growl, as she came near. She gently spoke his name and the animal, an old pet and playmate of hers, instantly, wagging his tail, prepared to follow her, though apparently revolving much in his simple dog's head, what such an indiscreet midnight promenade might mean. Some dim ideas of imprudence or impropriety in the measure seemed to embarrass him considerably; for he often stopped as Eliza glided forward and looked wistfully, first at her and then at the house, and then, as if reassured by reflection, he pattered along after her again. A few moments brought them to the window of Uncle Tom's cabin, and Eliza, stopping, tapped lightly on the window pane.

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CHAPTER IV

CONJUGATION

FIRST LESSON

THE inflection of a verb (*i.e.* all its different forms arranged in a systematic order) is called its conjugation.

CONJUGATION OF THE VERB, **to love**

PRINCIPAL PARTS

PRESENT TENSE — love PAST TENSE — loved
PAST PARTICIPLE — loved

Active Voice

INDICATIVE MODE

PRESENT TENSE

	Singular Number	*Plural Number*
1ST PERSON	I love	We love
2D PERSON	You love (thou lovest)	You love (ye love)
3D PERSON	He (she, or it) loves	They love

PAST TENSE

I loved	We loved
You loved (thou lovedst)	You loved (ye loved)
He loved	They loved

FUTURE TENSE

I shall love	We shall love
You will love (thou wilt love)	You will love (ye will love)
He will love	They will love

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Subjunctive Mode

PRESENT TENSE

Singular Number	*Plural Number*
(If)[1] I love	(If) we love
(If) you love	(If) you love
(If) he loves (if he love)	(If) they love

PAST TENSE

(If) I loved	(If) we loved
(If) you loved	(If) you loved
(If) he loved	(If) they loved

Imperative Mode

2d Person	love (you or thou)	love (you or ye)

Infinitive Mode

PRESENT TENSE

To love

PARTICIPLES

Present — loving Past — loved
Perfect — having loved

SECOND LESSON

The principal parts of a verb are those parts upon which are based the entire conjugation. In English there are three principal parts.

Regular Verbs. — Regular verbs are those that form their past tense and past participle by adding *d* or *ed* to the present tense form.

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[1] Any word which suggests the idea of doubt may introduce a subjunctive mode, as *perhaps*, *possibly*, *perchance*, *maybe*, etc.

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The following is a list of a few regular verbs:—

Present Tense	*Past Tense*	*Past Participle*
1. appear	appeared	appeared
2. reach	reached	reached
3. march	marched	marched
4. hope	hoped	hoped
5. visit	visited	visited
6. reply	replied	replied
7. hop	hopped	hopped

Irregular Verbs.—Irregular verbs do not form their past tense and past participle by adding *d* or *ed* to the present tense form.

The following is a list of irregular verbs:—

1. am (be)	was	been
2. arise	arose	arisen
3. awake	awoke	awoke
4. bear	bore	bore
5. beat	beat	beaten
6. become	became	become
7. begin	began	begun
8. bind	bound	bound
9. bite	bit	bitten
10. blow	blew	blown
11. break	broke	broken
12. burst	burst	burst
13. choose	chose	chosen
14. cling	clung	clung
15. come	came	come
16. do	did	done
17. draw	drew	drawn
18. drink	drank	drunk
19. drive	drove	driven
20. eat	ate	eaten
21. fall	fell	fallen
22. fight	fought	fought
23. find	found	found

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24. fling	flung	flung
25. fly	flew	flown
26. forget	forgot	forgotten
27. freeze	froze	frozen
28. give	gave	given
29. go	went	gone
30. grow	grew	grown
31. hide	hid	hidden
32. hold	held	held
33. know	knew	known
34. lie (recline)	lay	lain
35. ride	rode	ridden
36. ring	rang	rung
37. rise	rose	risen
38. run	ran	run
39. see	saw	seen
40. shake	shook	shaken
41. shoot	shot	shot
42. show	showed	shown
43. shrink	shrank	shrunk
44. sing	sang	sung
45. sink	sank	sunk
46. slay	slew	slain
47. slide	slid	slidden or slid
48. speak	spoke	spoken
49. spring	sprang	sprung
50. stand	stood	stood
51. steal	stole	stolen
52. stick	stuck	stuck
53. sting	stung	stung
54. stride	strode	stridden
55. strike	struck	struck
56. swear	swore	sworn
57. swell	swelled	swollen or swelled
58. swim	swam	swum
59. take	took	taken
60. tear	tore	torn
61. thrive	throve or thrived	thriven or thrived
62. tread	trod	trodden

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63. wear	wore	worn
64. weave	wove	woven
65. win	won	won
66. write	wrote	written

THIRD LESSON

A verb is said to agree with its subject in person and number.

In the paradigm of the verb, *love*, notice the few instances in which the verb changes its form to indicate this agreement.

Give the person and number of each verb in the following sentences: —

1. An army of ants will attack large animals.
2. Dr. William Harvey of England discovered the circulation of the blood.
3. The trunk of the olive tree reaches a height of twenty or thirty feet.
4. Charlemagne died of pleurisy.
5. I will lift up mine eyes unto the hills.
6. The very brutes feel and think.
7. Flower and fern grow on the river bank.
8. The cruel boy becomes the brutal man.
9. Speak clearly and think clearly.
10. Speak clearly, if you speak at all.
11. We love
    The king who loves the law, respects his bounds,
    And reigns content within them: him we serve
    Freely and with delight, who leaves us free.

FOURTH LESSON

When a verb expresses present time, it is in the present tense.

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When a verb expresses past time, it is in the past tense.

When a verb expresses future time, it is in the future tense.

In what tense is each verb in the following sentences?

1. The train starts.
2. The train will start.
3. The train started.
4. Come here.
5. Will you come here?
6. Napoleon won many victories.
7. The boats will sail from the wharf.
8. The boats sail fast.
9. They won the race.
10. Shall I tell my friends?

Give sentences in which you will use each of the following verbs in each of the three tenses: take, write, stride, spring, speak.

The above exercises illustrate the simple tenses. There are also compound or perfect tenses — present perfect, past perfect, future perfect.

The compound tenses of the verb *love* are as follows: —

Active Voice

INDICATIVE MODE

PRESENT PERFECT TENSE

Singular	*Plural*
I have loved	We have loved
You have loved	You have loved
He has loved	They have loved

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PAST PERFECT TENSE

Singular	*Plural*
I had loved	We had loved
You had loved	You had loved
He had loved	They had loved

FUTURE PERFECT TENSE

I shall have loved	We shall have loved
You will have loved	You will have loved
He will have loved	They will have loved

SUBJUNCTIVE MODE

PRESENT PERFECT TENSE

(If) I have loved	(If) we have loved
(If) you have loved	(If) you have loved
(If) he has loved	(If) they have loved

PAST PERFECT TENSE

(If) I had loved	(If) we had loved
(If) you had loved	(If) you had loved
(If) he had loved	(If) they had loved

INFINITIVE MODE

To have loved

Refer to the conjugation of the auxiliary verb *have*, and explain how the perfect tenses are formed.

Conjugate the perfect tenses of the verbs, know, ride, bite.

Give the person, number, and tense of the verbs in the following sentences: —

1. A grain of gold will gild a great surface.
2. Solomon has received great praise for his wisdom.
3. Will he go or stay?
4. Icebergs often come to shore.

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5. Persons have kept themselves alive by baths.

6. The funeral pageant of Alexander the Great required two years for preparation.

7. Gladstone had acquired in youth a genuine love of reading.

8. The expansive power of steam makes it useful.

9. You have learned the laws of health.

10. Obey them.

11. Plants drink with their leaves.

12. We have walked two miles.

13. Our friends walked two miles also.

14. Will you go with us?

15. I have gone far enough.

FIFTH LESSON

A verb used in a direct statement, or in a question, is in the indicative mode.

A verb used in a statement implying a doubt, or used in an indirect command or a request, is in the subjunctive mode.

A verb used in giving a direct command is in the imperative mode.

That part of the verb that is used with the preposition *to* (either expressed or understood), is in the infinitive mode.

What is the mode of each of the verbs in the following sentences, and why?

1. John went to school.
2. Has John gone to school?
3. Even if it is raining, we must go.
4. If it rains, you must not go.
5. Though he slay me, yet will I trust in him.

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6. Go to the ant, thou sluggard.
7. Peace be with you.
8. Oh! that we had peace.
9. If John were studious, he could learn.
10. You may hear the wind at night.
11. Had I your chance, I would seize it.
12. If what I say is not true, you may not trust me in future.
13. Unless we obey we cannot command.
14. Speak not evil of the absent, because it is unjust.
15. Who is President?

SIXTH LESSON

When a verb expressing action has for its subject the doer of the action, the verb is said to be in the active voice.

When a verb expressing action has for its subject the person or thing that receives the action, the verb is said to be in the passive voice.

Only verbs expressing action can be said to have voice. Why?

In the following sentences which verbs are in the active voice and which are in the passive voice?

1. He commanded the men to halt.
2. John hit the dog.
3. Yet a few days, and thee
   The all-beholding sun shall see no more,
   In all his course.
4. Which way shall I fly?
5. The government must compel obedience.
6. The injury was done accidentally by his friends.
7. Oxygen is breathed by man.
8. The plants breathe in carbon dioxide.

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9. No dishonest person was ever made happy by success.
10. The sun is shining to-day.
11. The clouds have obscured the sun.
12. And there came an angel who had a bright key.
13. The teardrop who can blame?
14. A prize was promised by the committee.
15. It is said that the ship is wrecked.

SEVENTH LESSON

The passive voice is formed by uniting the past participle of the main verb with the proper form of the auxiliary verb *to be*.

(*a*) Active voice — I hold a stick.

(*b*) Passive voice — A stick is held by me.

Turn to the conjugation of the verb *love*. With the help of the teacher change each form into the corresponding passive form. Write out all these forms by yourself, thus making the passive conjugation of the verb *love*.

Compare sentences (*a*) and (*b*) of this lesson. They mean exactly the same thing, but (*b*) is expressed in the passive form. When a sentence with the verb in the active voice is changed so that the verb appears in the passive voice, what becomes of the object? What becomes of the subject?

Give the passive forms of the following without changing the meaning: —

1. You sing the tune.
2. You sang the tune.
3. I will sing the tune.
4. I have sung the tune.

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5. He may sing the tune.
6. We had sung the tune.
7. James ran a race.
8. The dog saved the child.
9. The heat broke the chimney.
10. Exercise produces health.

Give the active forms of the following without changing the meaning: —

1. Tidings are brought by him.
2. News will be brought by them.
3. The letters were brought by me.
4. The disaster was caused by the storm.
5. The rabbit was shot by the hunter.
6. The gates were opened by the enemy.
7. The gates will be opened by the enemy.
8. The gates are opened by the enemy.
9. The gates should be opened by the enemy.
10. The "Chambered Nautilus" was written by Holmes.

In the following change the verbs from the active voice to the passive, or from the passive voice to the active, without changing the meaning of the sentences: —

1. The bell was rung by the horse.
2. The book was bought by me.
3. The cyclone has destroyed the city.
4. The house which we occupy has been sold by the owner.
5. He is well spoken of by those who know him.
6. Ether will render a person unconscious.
7. How do they make silver harder?
8. Can gray hairs render folly venerable?
9. We find a variety of people everywhere.
10. The signal was flashed by the sailors.

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EIGHTH LESSON

Infinitives are those parts of a verb that are used with the preposition *to*. This preposition is, however, sometimes understood.

There is one infinitive, the present. This has a perfect form. Both the simple and perfect forms are found in the passive voice of verbs which express action.

Turn to the lists of regular and irregular verbs. Make all the infinitives for each of the first five verbs of each list.

The use of the infinitive is varied, as we have seen in Part I.

1. It may be used like a noun, as the subject of a verb or the object of a verb.

Use the infinitive, to play, in these two ways.

2. It may be used like an adjective.

Use the infinitive, to play, as an adjective.

3. It may be used like an adverb.

Use the infinitive, to play, as an adverb.

4. It may be used with the following auxiliary verbs to complete them — *shall*, *will*, *do*, *may*, *can*, *must*, *ought*, *might*, *could*, *would*, *should*, *let*. (In modern English the preposition *to* is omitted when the infinitives are used with these verbs, except with *ought*.) See Tenth Lesson of this chapter.

Explain the use of infinitives in the following sentences: —

1. To train citizens is not the work of a day.
2. To remain calm during the excitement was impossible.
3. Each one ought to improve himself.
4. No one can please everybody.

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5. Many attempts to construct flying machines have proved unsuccessful.
6. He had the courage to brave the storm.
7. His friends were sorry to refuse assistance.
8. His friends rejoiced to give aid.
9. Many pilgrims travelled far to atone for their sins.
10. He worked hard to keep the wolf from the door.
11. Will you run quickly?
12. Let me go.
13. My friend did go away.
14. The Romans taught the Britons to make bricks.
15. To persevere is to succeed.

Infinitives may be modified by adverb words and phrases, and they may, when transitive, take objects.

In the above sentences select the objects and modifiers of the infinitives.

NINTH LESSON

There are two simple participles, the present and the past. There are also perfect and passive forms made from these simple forms.

Form the simple, the perfect, and the passive participles of the second five verbs in the lists of regular and of irregular verbs.

Participles may be modified by adverbs, and may, when they are transitive, take objects.

In the following sentences select the participles, state their use in the sentence, and point out their modifiers and objects.

1. The singing birds woke me in the morning.
2. The breakers, dropping sand and pebbles, built up an embankment.
3. My father, pleased by my industry, granted my request.

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4. The crushed flower yields perfume.
5. Having recovered from the injury, he returned home.
6. Being broken in spirit, Napoleon retreated from Waterloo.
7. Truth, crushed to earth, shall rise again.
8. The trench, once dug across the field, is now filled up.
9. Do you see the little girl blowing bubbles?
10. We saw the train starting from the station.

In addition to their use as adjectives, participles are used with auxiliary verbs to give a particular turn of expression.

1. The present participle is used with the different forms of the verb *to be*, to express the idea of continuity of action. This form of expression is often called the progressive conjugation.

1. The wind is blowing.
2. The fire was burning.
3. The river will be flowing always.
4. I am going away.
5. Are you enjoying your vacation?

2. The past participle is used with the different forms of the verb *to be*, to make the passive voice. (See exercises in Sixth and Seventh Lessons of this chapter.)

1. The snow is blown into drifts.
2. The house was burned to the ground.
3. The river was stopped by a dam.
4. I shall be reported for idleness.
5. Have your lessons been learned?

3. The past participle is used with the different forms of the verb *to have*, to make the perfect tenses. (See exercises in Fourth Lesson of this chapter.)

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1. I have finished my work.
2. He has mentioned the matter to me.
3. They had not given up hope when we saw them last.
4. He was to have finished his work before you came.
5. It has been reported that some accident has happened.

In the following sentences explain the use of the participles: —

1. Are you eating your dinner?
2. I was eating it.
3. Our friends were injured.
4. They were not expecting any accidents.
5. What were you doing?
6. Two places have claimed the ashes of Columbus.
7. The heat of the sun is diminished.
8. The sun has set.
9. He will have finished his work by sunset.
10. The boys had been bathing ten minutes.

TENTH LESSON

There are a few verbs that are used sometimes to help in the conjugation of other verbs. When they are thus used they are called auxiliary verbs. The verb that is thus assisted is called the main or principal verb.

The auxiliary verbs are of three classes: —

(*a*) *shall, will, do, may, can, must, ought, might, could, would, should, let, make.* See Eighth Lesson of this chapter.

These auxiliaries are used with the present infinitive of the main verb (generally without the preposition *to*), as in the following sentences: —

1. We will go.
2. Do you ride on the cars?

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3. I shall eat my dinner.
4. My friend did not say that.
5. Palissy, the potter, did succeed.
6. Why should you speak so indistinctly?
7. A patriot should defend his country.
8. We ought to deal with others fairly.
9. An autocrat can do as he pleases.
10. Could you see yourself truly you would be surprised.

(*b*) The auxiliary *have*, used with the past participle of the main verb, as in the following sentences. (See Fourth and Ninth Lessons of this chapter.)

1. The Civil War has made a united country.
2. Jason had named his vessel *The Argo*.
3. Railroads have done much for the country.

(*c*) The auxiliary verb *be*, which is used (1) with the past participle of the main verb to make the passive voice; and (2) with the present participle of the main verb to make the progressive form of conjugation. (See Sixth, Seventh, and Ninth Lessons of this chapter.)

1. The sunshine is pouring into the room.
2. The cultivation of coffee was introduced into Arabia from Africa.
3. A torn jacket is soon mended.
4. The waves are rolling up on the sand.
5. Socrates and Plato were celebrated for their wisdom.

Conjugation of the Verb, **to have**

Principal Parts

Present — have Past — had
Past Participle — had

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Indicative Mode

PRESENT TENSE

Singular	*Plural*
I have	We have
You have	You have
He has	They have

PAST TENSE

I had	We had
You had	You had
He had	They had

FUTURE TENSE

I shall have	We shall have
You will have	You will have
He will have	They will have

Subjunctive Mode

PRESENT TENSE

(If) I have	(If) we have
(If) you have	(If) you have
(If) he has (if he have)	(If) they have

PAST TENSE

(If) I had	(If) we had
(If) you had	(If) you had
(If) he had	(If) they had

Imperative Mode

Singular — have Plural — have

Infinitive Mode

Present — to have

PARTICIPLES

Present — having Past — had

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Perfect Forms

INDICATIVE MODE

PRESENT PERFECT

Singular	*Plural*
I have had	We have had
You have had	You have had
He has had	They have had

PAST PERFECT

I had had	We had had
You had had	You had had
He had had	They had had

FUTURE PERFECT

I shall have had	We shall have had
You will have had	You will have had
He will have had	They will have had

SUBJUNCTIVE MODE

PRESENT PERFECT

(If) I have had	(If) we have had
(If) you have had	(If) you have had
(If) he has had (if he have had)	(If) they have had

PAST PERFECT

(If) I had had	(If) we had had
(If) you had had	(If) you had had
(If) he had had	(If) they had had

INFINITIVE MODE

PRESENT PERFECT — to have had

PARTICIPLE

PRESENT PERFECT — having had

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Conjugation of the Verb, **to be**

Principal Parts

Present — am *or* be Past — was
Past Participle — been

Indicative Mode

PRESENT TENSE

Singular	*Plural*
I am	We are
You are	You are
He is	They are

PAST TENSE

I was	We were
You were	You were
He was	They were

FUTURE TENSE

I shall be	We shall be
You will be	You will be
He will be	They will be

Subjunctive Mode

PRESENT TENSE

(If) I am (if I be)	(If) we are (if we be)
(If) you are (if you be)	(If) you are (if you be)
(If) he is (if he be)	(If) they are (if they be)

PAST TENSE

(If) I was (if I were)	(If) we were
(If) you were (if you were)	(If) you were
(If) he was (if he were)	(If) they were

Imperative Mode

Singular — be Plural — be

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INFINITIVE MODE

PRESENT — to be

PARTICIPLES

PRESENT — being PAST — been

The perfect tenses are formed in the regular way.

ELEVENTH LESSON

In the following sentences select the auxiliary verbs, and state what form of the principal verb is used: —

1. The farmer will plough his field.
2. The train has moved away.
3. Girls are judged more studious than boys.
4. Have you heard the news?
5. The wind may blow furiously.
6. The dikes of Holland ought to receive close attention.
7. One might improve his work by greater care.
8. All should learn the lesson of obedience.
9. The century is closing.
10. The task is finished.
11. Does the lark sing at night?
12. My friend did not go.
13. You are not expected to read everything that is recommended.
14. You should select the best books.
15. Then you could read them carefully.
16. The fixed stars are known by their twinkling light, and they are so called because they do not change their places.
17. I do not know how old you are.
18. Can you speak a foreign language?
19. Night has gone and day has come.
20. The sun is rising.

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TWELFTH LESSON

The following are a few of the common mistakes made in the use of verbs.

(*a*) In forming perfect tenses, the past tense of the principal verb is often incorrectly used for the past participle.

(*b*) The past participle is often incorrectly used for the past tense.

(*c*) Verbs do not always agree, as they should, with their subject in number.

(*d*) *Will*, in the first person, means determination, in the second and third person, intention. *Shall*, in the first person, means intention, and in the second and third persons, determination. These uses are often confused.

(*e*) *Can* is often incorrectly used for *may*.

(*f*) The verbs *lie* and *lay*, *sit* and *set* are often confused in their use.

Correct the mistakes in the verbs in the following sentences, and state why you make each change: —

1. The boy has beat his dog.
2. My friend had began his task.
3. The night has came.
4. The game begun at three o'clock.
5. The collection of pictures are beautiful.
6. The rain and snow has given us a bad day.
7. Neither Henry nor Thomas have been untruthful.
8. I will drown, nobody shall help me.
9. He will go, for I shall compel him.
10. Children shall do wrong in spite of all we can say.
11. Can I study now?
12. The water pipes are froze.

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13. Who has rang the bell?
14. You can go to the door.
15. The cat laid before the fire.
16. The sick person is laying down.
17. The setting hen is on her nest.
18. The lady invited her guests to set down.
19. Have you forgot your books?
20. A large flock of birds were in sight.

THIRTEENTH LESSON

With the teacher's help state all the grammatical facts about each of the three verbs in the following sentence. Arrange these facts in some logical order.

Men hurry to see the procession passing by.

Such a statement of grammatical facts is called parsing the verb.

Parse each verb in the following sentences: —

1. The town was destroyed by an earthquake.
2. Marlborough gained many victories.
3. By whom was the ink spilled?
4. The wind is roaring loudly.
5. The ship will sail to-morrow.
6. The farmer is sowing oats.
7. Though he is a bad boy, his parents love him.
8. Has John found his hat?
9. Come, live with me.
10. Grieve not, my child, chase all thy fears away.
11. If I could run fast enough, I should win the race.
12. My friend is learning to sew.
13. To master a language you have to work hard.
14. The waves dashing upon the beach floated the boat out to sea.
15. The prisoner, proved innocent, was discharged.

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FOURTEENTH LESSON

Parse all the verbs in the following selection: —

THE SPIDER AND THE FLY

"Will you walk into my parlor?"
Said a spider to a fly.
"'Tis the prettiest little parlor
That ever you did spy.
The way into my parlor
Is up a winding stair,
And I have many pretty things
To show when you are there."
"Oh, no, no!" said the little fly,
"To ask me is in vain:
For who goes up your winding stair,
Can ne'er come down again."

"I'm sure you must be weary
With soaring up so high;
Will you rest upon my little bed?"
Said the spider to the fly.
"There are pretty curtains drawn around,
The sheets are fine and thin;
And if you like to rest awhile,
I'll snugly tuck you in."
"Oh, no, no!" said the little fly,
"For I've often heard it said,
They never, never wake again
Who sleep upon your bed."

REVIEW OF INFLECTIONS

FIRST LESSON

1. What is inflection?
2. What parts of speech are inflected?

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3. What parts of speech are not inflected?

4. What is the inflection of nouns and pronouns called?

5. Inflect a noun.

6. Use the noun *man* as subject in a sentence. Parse the noun.

7. Use the noun *man* as object. Parse it.

8. Use the noun *man* as possessive plural. Parse it.

9. Use the noun *man* in apposition. Parse it.

10. Inflect all the personal pronouns.

11. Use each form of the personal pronouns in a sentence. Parse the pronoun in each sentence.

12. Inflect the relative pronouns.

13. Use each form of the relative pronoun in a sentence. Parse each relative pronoun.

14. How is the possessive singular of nouns formed?

15. Give five examples illustrating the formation of the possessive singular of nouns.

16. How is the possessive plural of nouns formed?

17. Give five examples illustrating the different ways of forming the possessive plural of nouns.

18. What is the inflection of adjectives and adverbs called?

19. What three ways are there of inflecting adjectives and adverbs?

20. Give three examples illustrating each way with adjectives.

21. Give three examples illustrating each way with adverbs.

22. What is the inflection of a verb called?

23. What are the principal parts of a verb?

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24. How many such parts has an English verb?

25. Explain why in some foreign languages a verb has more principal parts than an English verb has.

26. What is a regular verb?

27. Give examples.

28. What other name is sometimes used instead of the name "regular"?

29. What is an irregular verb?

30. Give examples.

31. What other name is sometimes used instead of the name "irregular"?

32. What is an auxiliary verb?

33. What auxiliary verb is used in making perfect tenses?

34. What part of the main verb is invariably used in perfect tenses? Illustrate.

35. What auxiliary verb is used in making passive voice forms?

36. What part of the main verb is invariably used in passive voice forms? Illustrate.

37. Do all verbs have a passive voice?

38. What is meant by the progressive form of conjugation?

39. Is such a form active or passive?

40. Give five examples of verbs in the progressive form.

41. What auxiliary is used in making the emphatic form of conjugation?

42. Give all the auxiliaries which are followed by the infinitive of the principal verb.

43. What is mode? Name each one. Illustrate.

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44. What is tense? Name each one. Illustrate.

45. What is number? Name each one. Illustrate.

46. What determines the number and person of a verb?

47. What is parsing?

48. What are the only facts that can be mentioned in parsing coördinate and subordinate conjunctions?

SECOND LESSON

Parse all the words in the following sentences: —

1. Boys become men.
2. Washington was born rich.
3. Lincoln worked on a farm.
4. Both became great men.
5. Poverty may be no misfortune.
6. Gone are my friends.
7. At what time in the month is the full moon?
8. Statesmen should not be mere politicians.
9. Express clearly what you know.
10. You can express clearly if you know thoroughly.
11. Once to every man and nation comes the moment to decide.
12. Get what you can, and what you get hold.
13. The Yankee boy, before he's sent to school,
    Well knows the mysteries of that magic tool,
    The pocket-knife.
14. To know a little of anything gives neither satisfaction nor credit.
15. A little knowledge is a dangerous thing.
16. Drink deep, or taste not the Castalian spring.
17. Pleasure is the rock upon which most young people split.
18. Most people have ears, but few have judgment.

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19. The knowledge of mankind is a very useful knowledge for everybody.

20. You must be respectable if you would be respected.

21. Judge individuals from your own knowledge of them, not from sex, profession, or religion.

22. He who has not truth has no good quality.

23. Cato did not think himself born for himself only, but for all mankind.

24. A fool never has thought, a madman has lost it, and an absent-minded man is, for the time, without it.

25. Lack of attention, which is really lack of thought, is either folly or madness.

26. Learning, honor, and virtue are absolutely necessary if you wish to gain the esteem and admiration of mankind.

27. Politeness and good breeding are equally necessary, if you wish to make yourself welcome and agreeable in conversation and common life.

28. Good manners makes society easy and pleasing.

29. Good sense must, in many cases, determine good breeding.

30. Distrust and caution are the parents of security.

31. Beauty and folly are old companions.

32. Read much, but not too many books.

33. When knaves fall out, honest men get their goods.

34. He that riseth late must trot all day, and shall scarce overtake his business at night.

35. Eat few suppers and you'll need few medicines.

36. If you'd be beloved make yourself amiable.

37. Beware little expenses; a small leak will sink a great ship.

38. He that resolves to mend hereafter, resolves not to mend at all.

39. Not to progress is to retrogress.

40. The utility of history consists principally in the examples it gives us of the virtues and vices of those who have gone before us.

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THIRD LESSON

Correct the following sentences, and explain the reason for the changes: —

1. This is an hard saying.
2. Things of these sort are easily understood.
3. She reads well and writes neat.
4. I bought them books at a very moderate price.
5. Give him a soon and decisive answer.
6. I will not by no means entertain a spy.
7. The messenger went direct to the place.
8. A nail well drove will support a great weight.
9. We admire the lustre of diamonds sat in gold.
10. You have wrote the correct answer.
11. Them that seek wisdom will find it.
12. She and me are of the same age.
13. Whom was in the house? Me.
14. We was disappointed.
15. Circumstances alters cases.
16. The ship, with all her crew, were lost.
17. To live soberly, righteously, piously, are required of all men.
18. The reproofs of instruction is the way of life.
19. Time and tide waits for no man.
20. Each day bring its duties.
21. It is not me.
22. Mans chief good is an upright mind.
23. Moses rod was turned into a serpent.
24. The church is known by it's spire.
25. Who did he ask for?
26. I, being young, they deceived.
27. We are as well as when you was here.
28. There was more persons than one in this affair.
29. This is an useful invention.
30. Great improvements has been made.

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31. They have chose the wise course.
32. Do not deny that you done it.
33. Your words sound harshly.
34. This teacher instruct my brother and they to read.
35. Every tree have put forth leaves.
36. This am the best answer which I can give.
37. Do you know them boys?
38. The orator what spoke last night is famous.
39. The ship did not sail in no other direction.
40. Had we knew it we should not have went.
41. Them's my opinions.
42. Will I be there in time?
43. I will be drowned; nobody shall help me.
44. This is very easy done.
45. When will we go?
46. Was it her?
47. She suffers more than me.
48. The society of these places are always changing.
49. Economy, not mean savings, bring wealth.
50. The nobility were present.
51. He came soon after you had went away.
52. We had rode only a short distance.
53. She run till she was forced to lay down.
54. Between you and I, he is losing his mind.
55. They that are diligent I will reward.

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NOTES AND DISCUSSIONS

GENERAL

THE important object in the study of elementary grammar is to give to the pupil an opportunity to exercise and develop his grammatical sense and judgment.

The sense is developed by a study of each principle by itself freed from confusing difficulties.

The judgment is exercised by reviews, involving two or more principles, and by applications of principles in original composition.

The first lesson in each chapter is intended for study in the class with the teacher.

It will be noticed that the word, the phrase, and the clause are treated together in the different relations.

Thoroughness is a relative term. From one point of view few things are ever known thoroughly, that is, through and through. As far as it is possible let the preliminary discussions be clear and concrete. Matters of fact should be learned exactly. That *he* is a personal pronoun admits of no discussion. But in the sentence, "Crime costs much," *much* may be classed as a pronoun, or as an adverb, or even as an adjective, and in such a case a difference of opinion is wholesome.

If a pupil thinks, but seems to come to wrong conclusions, he will be better off, and the work of the class

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will progress with greater elasticity if he is not forced from his position. The error may remain until a fuller knowledge forces the pupil to correct himself.

In short, thoroughness should not be pushed so far as to repress the individual, or to get in the way of a consciously enlarging view of the subject, which is the life of study. The important ends to be gained are freedom, courage, and strength in thinking.

"Writing maketh an exact man," therefore it is a great help in any study to write down the results of one's thinking.

(*a*) Such writing should be done in an economical way. There appears to be an unnecessary waste of time and energy, as well as a hindrance to thinking, when a pupil copies a whole sentence in order to record his judgment regarding *one* fact about it. It would also seem to be wasteful to learn a complete sign language by which to express the results of one's thinking. For this reason elaborate systems of diagraming may become uneconomical as well as mechanical.

(*b*) Such writing should, as far as possible, indicate the process of thought. In this way the writing not only expresses the result, but actually assists in reaching a correct result.

Attention is called to the suggestions in "Notes and Discussions" under each chapter for making written lessons.

It may be helpful to clear teaching to recall that all judgments in common life, in the courts of justice and in scientific studies, including grammar, are based primarily upon a recognition of differences. In grammar

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these judgments are illustrated in the determination of the parts of speech. They are equally important in the study of word relations.

In the first chapter, when the pupil selects the word or phrase that makes a statement, he has shown the ability to appreciate the difference between the use of words making statements and other uses. This may be called a *first* relation discrimination or judgment.

In the second chapter the pupil needs to judge which words properly answer the question, "who or what." This is more difficult than the former act of judgment. It may be called a *second* relation discrimination or judgment.

In the third chapter another and still more complex act of judgment is involved, which may be called a *third* relation discrimination or judgment.

The modifying and connecting relations are sufficiently distinct from the other relations and from each other to make it possible to speak of them as a *fourth* and *fifth* relation discrimination or judgment.

The value of note-taking may be overestimated. It is important to have such drill on fundamentals, that these become mental tools. Constant reliance on notes is weakening.

PART I

Introductory Chapter on Phrasing

This short discussion of phrasing has been placed at the beginning of the book, because at the outset the pupil should appreciate the fact that all grammatical

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relations, that is all the bonds that hold words together in a sentence, are sense, that is meaning, relations.

Pupils will not know what is meant by sense relations. It may be explained that relation is a bond. There are bonds of blood — father to son, etc.; of form — circle to semi-circle; of color — dark blue to light blue. The grammatical bond is that of sense.

The sense relation of words in a sentence is revealed only by getting at the meaning of the *writer.* In elementary grammatical study, pupils will often rearrange words in a sentence and produce sense, but this may not be the sense intended by the writer. This question should then always be in mind, "What meaning did the *writer* intend?"

Such a relation must be felt. It cannot be reasoned out. Therefore grammatical training should be given up largely to creating opportunities for the exercise of the judgment under conditions that will not be confusing.

It is believed that the simple, direct statements in this book, and the exercises from which confusing difficulties have been removed, will assist in creating the proper conditions. The teacher should be sure, however, that the pupils start each lesson with clearly understood premises. Free discussions in the class are often the best means of establishing these premises.

The discussions here suggested derive their sole value from a liberal spirit and a mastery of the subject by the teacher. The pupil's mind should be allowed to work freely, and other conclusions than

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those reached by the teacher should be allowed to stand. It is one of the peculiar beauties and valuable features of grammar that on many points two persons may differ in their judgments and yet both be right.

The Sixth Lesson is designed to give an opportunity to review prepositional and participial phrases. This book assumes a working knowledge of the parts of speech. Some pupils entering the last grade of the grammar school will not possess this knowledge. Much supplementary work at this point may therefore be necessary.

It will be well to have the class memorize a list of twelve or fifteen prepositions, and to drill on making present and past participles from a long list of common verbs.

The idea of double classification of words, phrases, and clauses is met with here for the first time. A phrase may be prepositional or participial according to its structure, *i.e.* because it contains a preposition or a participle; and at the same time it may be subjective, objective, adjective, or adverbial according to its use.

Chapter I

Before any lesson is assigned, have the class see by discussion that a sentence is a structure (*struo*, to build, to fit together), like a house, or an animal body, or a plant. Such a discussion would bring out the fact that in a structure some parts are more important than others. An arch has a keystone; a building, a corner stone; an animal body, a brain.

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This is a good place to broaden the grammatical horizon. Grammar is the science of language. Science is classified knowledge. Language has grown with the development of the human race. New words have been invented as new ideas have arisen which needed expression. (Pupils may give numerous illustrations of these developments in language — telephone, macadamize, etc.)

Language has therefore grown without any reference to grammar. Grammar is simply a statement of the facts of language, and is helpful in showing us the nature of language, the forms of expression that custom has established as correct, and so indirectly we are helped to use language after the established forms.

Considerable practice will be needed before pupils are able readily to select the main verb in a clause or sentence. It will be most economical to have this practice largely with declarative sentences. In declarative sentences the main verb is a *predicate* verb, that is, it is the statement word or phrase of the sentence or clause.

If the class does not easily recognize a clause or the members of a compound sentence, some time should be devoted to practice in selecting them. Examples will be found in abundance in the chapter on Connecting Relations. This, however, is not the place to enter into an analysis of clauses and members, or to discuss at length compound and complex sentences.

The following scheduled form is suggested as a plan for written lessons on predicate verbs.

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SECOND LESSON

NO. OF SENTENCE	PREDICATE VERB
1	made
2	made
11	have visited
16	has learned does surmount
19	is has found
etc.	

THIRD LESSON

No particular name is given to the main verb in imperative, interrogative, and exclamatory sentences, so that any names thought by the class to be appropriate may be adopted.

In an interrogative sentence the verb is most easily found by turning the sentence into the declarative form.

CHAPTER II

Here the pupil will meet his first serious difficulty. He will need considerable practice to gain facility in applying the test question for finding the simple subject, and in selecting the word, phrase, or clause that answers the question. If the teacher insists that the question be asked and answered aloud every time it is necessary to find a subject, valuable practice in clear thinking will be had, and opportunities for guessing will be diminished.

Some practice should be given in writing fully the process of thought, as follows: —

Air is a gas.

This sentence makes a statement, and is, therefore, a declarative sentence.

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The word, *is*, is the statement word, therefore *is* is the predicate verb.

Who or what is? The sentence states that *air* is. Therefore *air* is the simple subject.

A quality of judgment is here required that is very little developed in a child of fourteen years of age. Patience, time, multiplied opportunities for pupils to do original thinking are important.

Explain why the double form of question, "who or what," is used.

The exercises in the First Lesson illustrate the different forms and positions that a subject may have. Have pupils realize that grammatical relations depend not at all on the position of the words and phrases, but entirely upon the sense of the whole group.

c.e. The lowing herd winds slowly o'er the lea.
Slowly o'er the lea winds the lowing herd.

These two sentences have exactly the same meaning, therefore the grammatical relations of the words and phrases are the same in each, although the order is different.

Have pupils make sentences, and then change the order of the words, keeping the same meaning.

This is a good place to review the fact that the same word may be several parts of speech, according to its grammatical relation in a sentence.

c.e. The dog barks (dog, a noun).
The dog meat was poor (dog, an adjective).
The detectives dog the criminal's steps (dog, a verb).

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Allow pupils to make illustrations of their own.

The Second Lesson is planned partly to give a review of the parts of speech. The pupils should be tested upon these before the lesson is assigned. The pronouns will probably give trouble. If they do, lists may be given for memorizing.

Personal pronouns — *I*, *you*, *he*, *she*, *it* (in all their forms).

Demonstrative pronouns — *this*, *that*, *these*, *those*.

Interrogative pronouns — *who*, *which*, *what*.

Relative pronouns — *who*, *which*, *what*, *that*.

When the subject is referred to, the simple subject is meant. It is not correct to speak of the subject *of* a sentence. Verbs alone take subjects. One may, however, properly speak of the subject *in* a sentence.

Chapter III

See suggestions under Chapter II.

Some exercise should be given in writing a full statement of the process of thought.

An economical plan for brief statement is as follows: —

THIRD LESSON

NO. OF SENTENCE	MAIN VERB	OBJECT (— WHOM OR WHAT?)
1	learns	to write
6	(*a*) enjoy	what we make for ourselves
	(*b*) make	what
10	(*a*) said	"Know thyself."
	(*b*) know	thyself
15	(*a*) love	country
	(*b*) obey	laws

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When the object is referred to, the simple object is meant.

Verbs of asking, commanding, teaching, etc., may take two objects.

1. The man asked him a question.
2. The woman taught the girl her lesson.
3. The general commanded the men to fire.

Review of Main Verbs, etc.

A definition should be as simple as possible. There are numerous definitions of a sentence. A good working definition is, "a sentence is the expression of a complete thought." The distinction between a sentence and a paragraph may be reëmphasized and illustrated.

A paragraph is a series of sentences about one topic.

Both of these definitions are not above criticism, but they are good working definitions for children.

The discussion of classification opened in Questions 10–18 is important. It should be carried far enough for pupils to understand that grammatical classifications, like those of other sciences, and in everyday affairs, are based on similarity of qualities or of uses. The same thing may be classified in many different ways. *Ex.* An animal may be a man, classified according to structure; and at the same time a grocer, classified according to business. A building may be a brick building, because it is made of brick. It may also be a factory, because things are made in it. That is its use or business.

SECOND LESSON

Some pupils will probably say in analyzing the second sentence, that *wise* answers the question "Is what?"

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and that therefore *wise* is the object of *is*. This difficulty will disappear if such pupils are referred to the first statement about transitive verbs, which calls attention to the fact that transitive verbs are always action verbs.

The following is suggested as a form for pupils to follow in analysis — oral or written.

We hear that he is wise.

This sentence makes a statement, therefore it is a declarative sentence.

Hear is the principal statement word, therefore it is the main verb.

Who or what hear? *We* hear. Therefore *we* is the subject.

Hear whom or what? Hear *that he is wise*. Therefore *that he is wise* is the object.

That he is wise contains a statement word *is*. It is therefore a clause. This clause is the object of a verb. It is therefore a dependent clause.

Is is the main verb.

Who or what is? *He* is. Therefore *he* is the subject.

Is is not a verb of action, and it can therefore have no object.

The whole sentence is made up of an independent and a dependent clause. It is therefore a complex sentence.

CHAPTER IV

The derivation of the words mode and modify should be worked out with the class.

Mode is manner. It may be manner or style of hats or clothes. It may be the manner of doing a thing.

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Modiste is a person who shapes hats or other things.

To modify is to change the shape, use, or meaning of a thing.

Modifier is that which changes shape, use, or meaning.

Illustrations: (*a*) A porch changes (modifies) the shape of a house.

(*b*) A signboard added to a private house changes the meaning of the house.

(*c*) A feather may change the shape of a bonnet.

(*d*) A crêpe veil may change the meaning of a bonnet, making it a sign of mourning.

By these or similar examples the idea of mode, modify, and modifier may be made clear.

It may be well to recall and illustrate how words may be modified in form by addition of prefixes and suffixes, number, gender, and personal endings. Illustrate by Latin forms as well as by English, suggesting the method of forming Latin declensions and conjugations.

Such discussions help to clarify and to give life to the pupil's grammatical thinking.

A. — Pupils should be allowed to see that some words, commonly spoken of as adjectives, do not in a strict sense modify at all, — definite and indefinite articles, demonstrative and interrogative adjectives. These words are, however, all properly adjectives (from *ad jecio*, to throw against, or put with), because they go with nouns. Here may be illustrated the fact that common ways of speaking are often not exact ways. If we were exact, we should divide adjectives into two classes: (*a*) modifying; (*b*) demonstrative, indefinite, interrogative. This is done in advanced grammars. Yet for convenience

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we call these all modifiers, using the word modify in a loose way, as we often use the word star loosely to apply to all heavenly bodies (except sun and moon), instead of to the fixed stars only.

The point of such discussions is to break up the complacent habit of taking things for granted, to make pupils alert, to quicken their perceptions; but they should not be used largely as a basis for examinations.

B. Adverbial Modifiers. Second Lesson. — The fifth sentence in the exercise illustrates the adverbial use of the noun. The word *home* may be considered here as an adverb or as a part of a prepositional phrase, *to his home.* It is always best, however, not to introduce words into a sentence to assist in parsing unless it is absolutely necessary.

The following is a simple and economical way for a pupil to prepare a lesson on modifiers: —

LESSON — REVIEW OF ADJECTIVE AND ADVERB MODIFIERS

No. of Sentence	Modifier	Adj.	Adv.	Class	Word	Ph.	Cl.	Modifies
1	a	√		article	√			planter
	very		√	degree	√			miserly
	miserly	√		descriptive	√			planter
	formerly		√	time	√			lived
	in the island		√	place		√		lived
	the	√		article	√			island
	of Jamaica	√		descriptive		√		island

Chapter V

The understanding of connectives requires an appreciation of grammatical values. This at first the pupil

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does not possess, and it is so clearly a difficulty by itself, and there is such a uniform need of special training to acquire it, that psychologically it may be called a fifth grammatical discrimination or judgment.

That elements, having the same grammatical construction, have equal grammatical values, seems to be self-evident to most pupils. There is need, however, of much practice in *seeing* this coördinate relation, before the subordinate relation is taken up, that it may be *sensed* instinctively, without confusion.

Recognition of the relative values of elements having different grammatical constructions is difficult. The poorly trained judgment at this point is perhaps the cause of the largest number of failures in the study of Latin and Greek.

The student should thoroughly memorize the lists of connectives.

A. Coördinate Conjunctions. First Lesson. — Correlatives should be thought of as one word. In the sentence, "Either you or I will go," the pronouns *you, I,* are connected by the correlatives, *either — or.*

B. Subordinate Conjunctions. Third Lesson. — The pupil should discover inductively the fact that a subordinate connective invariably attaches a modifier to the element modified. As a fish-line connects the fish with the pole (not the pole with the fish), and a hook connects the lantern with the beam (not the beam with the lantern), so a preposition connects its object with the word which the phrase modifies; a relative pronoun connects the clause in which it stands with the word which the clause modifies (*i.e.* the antecedent of the

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EIGHTH LESSON

State, with the aid of the teacher, all the grammatical facts regarding each of the adverbs in the following sentence. Determine a proper order to use in parsing adverbs.

The darkest hour in the life of any young man is when he sits down to study how to get money without honestly earning it. — HORACE GREELEY.

Parse all the adverbs in the following selection from "Uncle Tom's Cabin":—

Old Bruno, a great Newfoundland, who slept at the end of the porch, rose with a low growl, as she came near. She gently spoke his name and the animal, an old pet and playmate of hers, instantly, wagging his tail, prepared to follow her, though apparently revolving much in his simple dog's head, what such an indiscreet midnight promenade might mean. Some dim ideas of imprudence or impropriety in the measure seemed to embarrass him considerably; for he often stopped as Eliza glided forward and looked wistfully, first at her and then at the house, and then, as if reassured by reflection, he pattered along after her again. A few moments brought them to the window of Uncle Tom's cabin, and Eliza, stopping, tapped lightly on the window pane.

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pronoun); a subordinate conjunction connects the dependent clause with the independent.

To find the object of a preposition use the method employed in finding the object of a verb.

Grammatical construction, grammatical relation, and grammatical business of a word, phrase, or clause in a sentence are three ways of expressing the same idea. The term, construction, is used when the sentence is thought of as a structure, and the elements as part of the structure. The term, relation, is used when the sentence is thought of as an organism or family, in which the parts bear a relation one to the other. The term, business, is used when the sentence or element is thought of as performing some work.

Relative Pronouns

Many pupils will not readily distinguish between relative pronouns, demonstrative pronouns, and demonstrative adjectives. It will be well for the teacher to make a number of sentences and have pupils do the same, illustrating these parts of speech. Spend enough time on this for the class to gain facility in distinguishing these in easy sentences.

A variety of words is used in grammar to designate connecting words. It will be profitable to study their derivation and use, although it will be evident that there is no real difference in their meaning. The use of these words in grammar is purely arbitrary, established by custom:—

connecting, (connective), (connection);
relative, (relation), (relating);
conjunctive, (conjunction);
copula, (copulative).

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C. Connecting Verbs. — The copula verbs are treated under connectives, because in practice it has been found that, taken up at this point, they are not a disturbing factor in the preceding study, and the difficulties inherent in the subject itself seem largely to disappear.

Analysis

The tendency to assign to children involved sentences for analyzing should be avoided. It is important that the clear and simple relations be quickly and accurately perceived. The more complex work belongs to maturer minds. Simple sentences, containing not more than three simple phrases, compound and complex sentences of two members or clauses, present ample difficulties for grammar school children.

PART II

Chapter I

FIRST LESSON

A study of the derivation and use of the terms, inflection, declension, comparison, conjugation, should be made.

It is important for the pupils to see clearly the connection between the ideas of Part I and those of Part II.

In some languages a change in form always occurs with a change of relation.

"The primitive Indo-European language had eight cases for nouns, pronouns, and adjectives, and three numbers, three voices, and many tenses for verbs. A great reduction in the number of inflectional forms occurred before English was evolved, yet in early Eng-

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lish nouns had four cases." ("A Rational Grammar of the English Language," Powell and Connolly.)

"In some languages the constructions of words are shown to a great extent by means of inflections. Thus in Latin *lapis* means a stone; *lapidis*, of a stone; *lapide*, with a stone; *lapidum*, of stones, and so on." The word *lapis*, it will be seen, shows its use or relation in a sentence by its form. "English was formerly rich in such inflections, but most of these inflection forms have been lost, so that in modern English the construction of many words has to be shown either by their order or by the use of various little words, such as *of*, *with*, etc." ("The Mother Tongue," Kittredge and Arnold), or yet more often by the general sense of the sentence.

The English language has progressed farther than any other in ridding itself of the limitations of form. The Chinese language is perhaps most dependent upon form, although it is said that some North American Indian and African languages are also very complex in their inflections.

SECOND LESSON

The author believes it is a waste of time to learn rules for the formation of the plural. Have a good deal of practice in using plural forms.

THIRD LESSON

Nouns and pronouns, only when they are used to indicate possession, have a distinct form to show the modifying relation. The (') in the possessive case indi-

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cates the omission of *e* or *i* in an old possessive ending. "In older English the genitive (possessive) of most nouns was written as well as pronounced with the ending *es* or *is*. Thus in Chaucer the genitive of child is childës or childīs; that of king is kingës or kingīs; that of John is Johnës or Johnīs. The use of the apostrophe in the genitive is a comparatively modern device." ("The Mother Tongue," Kittredge and Arnold.)

A noun in apposition with another noun and a predicate nominative are in the modifying relation, but without any peculiar form to show it.

Notice that the *nominative* plural must always be found before an attempt is made to form the possessive plural.

SEVENTH LESSON

By discussion with the class make clear the difference between grammatical gender and sex. Sex has to do with persons, and gender has to do with words (nouns and pronouns).

In Latin gender of nouns has little connection with the sex of the object that the noun stands for. *Mons*, mountain, is masculine; *insula*, island, is feminine; *animal*, animal, is neuter.

In German the gender of nouns has still less connection with the sex of the object for which the noun stands. *Weib*, woman, is neuter; *nacht*, night, is feminine; *mänchen*, little man, is neuter, although *mann*, man, is masculine.

In the English language, grammatical gender (word gender) existed in early times without regard to sex. *Freodom*, freedom, was masculine; *gretnig*, greeting,

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was feminine; *cicen*, chicken, was neuter. Now, however, the gender of words corresponds with the sex of the objects which the nouns represent.

EIGHTH LESSON

Take time to work out with the class a statement of all the grammatical points of the nouns in the trial sentence, and then allow them to express their judgments as to a good order to follow in parsing future nouns.

The following order is logical: —

1. Kind	Common Proper
2. Gender	Masculine Feminine Neuter Common
3. Number	Singular Plural
4. Person	First Second Third
5. Use	Subject Object Modifier
6. Case	Nominative Objective Possessive

Abstract and collective nouns are subdivisions of common nouns.

CHAPTER II

FOURTEENTH LESSON

Following the method of the Eighth Lesson in Chapter I, the following may be worked out as a good order in parsing pronouns: —

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1. Kind	Personal Relative Interrogative Demonstrative
2. Antecedent 3. Gender 4. Number 5. Person 6. Use (if relative it connects) 7. Case	same as nouns

The person, gender, number, of a pronoun is the same as the person, gender, number, of its antecedent. The case of a pronoun depends upon its use in the sentence.

Chapter III

SIXTH LESSON

A common plan for parsing adjectives is:—

1. Kind	Proper Demonstrative Relative Interrogative Descriptive
2. Degree	Positive Comparative Superlative
3. Use	Predicate Conjunctive Simple Modifier

EIGHTH LESSON

A common plan for parsing adverbs is:—

1. Kind	Ordinary Interrogative Relative

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2. Degree	Positive Comparative Superlative
3. Use	Conjunctive Simple Modifier

CHAPTER IV

FIRST LESSON

It will be found that it is most economical in the end to have pupils learn thoroughly the conjugations of the verbs here given. They should also be able to give synopses in different persons and numbers.

SECOND LESSON

The irregular verbs are the oldest in the language. They are sometimes called *strong* verbs, perhaps because they have greater strength than the regular verbs have in being able to suffer internal changes.

In the English language the verb has three principal parts — present tense, *love;* past tense, *loved;* past participle, *loved.* In the German language the verb has three principal parts — present infinitive, *lieben;* past tense, *liebete;* past participle, *geliebt.* In French there are five parts of the verb — present infinitive, *aimer;* present participle, *aimant;* past participle, *aimé;* present indicative, *j'aime;* past indicative, *j'aimai.* The Latin has four principal parts — present indicative, *amo;* present infinitive, *amare;* past indicative, *amavi;* past participle, *amatum.* The Greek has six principal parts — present indicative, φιλέω; future indicative, φιλήσω; aorist active, ἐφίλησα; perfect

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active, *πεφίληκα*; perfect passive, *πεφίλημαι*, aorist passive, *ἐφιλήθην*.

THIRD LESSON

It may be well to call attention to the fact that while with nouns *s* is in general the sign of the plural number, with verbs *s* is the sign of the singular number.

FOURTH LESSON

To gain facility in the making of compound tenses, the parts of the irregular verbs should be mastered. Have a good deal of informal practice in changing one form of a verb to different persons and numbers in different tenses, simple and compound.

FIFTH LESSON

Mode is variously treated by grammarians. The potential mode is now quite generally dropped. The verb in the expression, "I must (may, can, might, could, would, should) go," is made of the verb *must*, which makes a declaration and is, therefore, in the indicative mode, and the infinitive *to go*, the preposition being omitted. From the standpoint of mode the expression, "I must go," differs in no way from the expression, "I wish to go," both being indicative. If, however, the sentence conveys a suggestion of doubt, as in, "If I must go, I will try to be resigned," the verb *must* is to be considered as in the subjunctive mode.

In dealing with the future tenses and the so-called potential mode forms, it appears that we may follow one of three courses.

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1*st*. They may be left unanalyzed. Allow pupils to say that *shall go* is the future tense, that *may go* is the present potential, etc., and let the matter drop. This has been the general custom up to the present time.

2*d*. Governed to a degree by the custom of the past, we may say that *shall*, *will*, *do*, *may*, *can*, *must*, *might*, *could*, *would*, *should*, are auxiliary verbs, completed by the infinitive of the main verb, *to* being omitted. The second is the course followed in this book.

3*d*. Influenced by the close grammatical likeness between the future tense forms and the potential mode forms in such expressions as, "I wish to go," "The man tried to buy a horse," etc., we may consider all verbs that are accompanied by the infinitive in this way as main verbs, incomplete, completed by the infinitive. This plan will limit the auxiliary verbs to *be* and *have*.

The subjunctive mode is a subject that receives varied treatment at the hands of grammarians. All agree that it is the mode of doubt. This idea of doubt or uncertainty is the distinguishing characteristic of this mode in all languages. In the English language the subjunctive *forms* seem to have become almost entirely obsolete.

In the treatment of this mode we seem again to have three courses open to us.

1*st*. Because the subjunctive forms are no longer used, conclude that the mode itself is obsolete, and discard it entirely.

2*d*. Assume that, as long as there are expressions involving doubt, the subjunctive mode cannot become obsolete, and try to restore in ordinary language the use of the subjunctive forms.

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3d. Accept the facts of language as we find them. Discard the peculiarly subjunctive forms, as it has been seen that many case, number, and mode forms have been discarded. Keep the subjunctive mode, accepting in our science of language for that mode, the forms that we find in actual use, namely, the indicative forms.

The third is the course pursued in this book. The old subjunctive forms have been put in parentheses in the paradigms.

It must be admitted that those who make an effort to use language well do retain here and there a subjunctive form. For example, such a one would probably say, "If John *were* studious, he would learn." Although the expression, "If John *was* studious, he would learn," attracts to-day less unfavorable comment than formerly.

No one would think of saying, "If it *rain*, you must not go."

These illustrations indicate the unsettled condition of the English language in the grammar of verbs. It will not be profitable to go far into these discussions with the class. It is important, however, that they should not consider as fixed those things that are yet unsettled.

EIGHTH LESSON

The infinitive is used not uncommonly in a rather peculiar construction, which the following sentences illustrate: —

1. The teacher made him leave the school.
2. The pupil had permission to go home.
3. His father had many things to say to him.

The average pupil may see nothing in these sentences but illustrations of two objects of the main verb, one

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object being an infinitive. Other pupils may object to this conclusion. If no question is raised, it will probably be as well not to force the point. But the common way of disposing of such constructions is to consider that the infinitive takes a subject in the objective case; *him* being the subject of (*to*) *leave*, *permission* being the subject of *to go*, and *things* being the subject of *to say*.

This suggests the Latin infinitive with subject accusative construction.

THIRTEENTH LESSON

The following is an order commonly followed in parsing verbs: —

1. Kind, as to form .	Regular Irregular
2. Kind, as to meaning	Transitive Intransitive
3. Voice	Active Passive
4. Mode	Indicative Subjunctive Imperative Infinitive
5. Tense	Present Past Future
6. Person.	First Second Third
7. Number	Singular Plural
8. Use.	Main Verb Subject Object Modifier { Adjective Adverb

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In parsing verbs or other parts of speech, it is more logical to give the reason for a judgment before pronouncing the judgment. For example, in the sentence, "The horse ran away," it is better for pupils to say, "*Horse* stands for *one* animal and is therefore in the singular number," etc. The subject of *ran* is *horse*. Therefore *ran* is in the third person, singular number," etc.

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APPENDIX

Exercises arranged for drill on the principles of Part I. — also suitable for analysis and parsing.

Arranged for practice in phrasing and punctuating.

THE FOX AND THE GOAT

A fox had fallen into a well he tried to get out but could not soon a goat came along for water to drink the fox spoke to him and urged him to come down where the water was very good the goat said is there enough for two the fox replied there is plenty and enough to spare of the purest kind the goat foolishly jumped in then the fox leaped on his the goat's back and so out of the well leaving the goat to his fate the fox as he trotted off said if you had half as much brains as beard you would look before you leap.

ZENOBIA'S AMBITION

I am charged with pride and ambition the charge is true whoever achieved anything great in letters arts or arms who was not ambitious Cæsar was not more ambitious than Cicero it was but in another way all greatness is born of ambition let the ambition be a noble one and who shall blame it I confess I did once aspire to be queen now that I am I aspire to remain so is it not an honorable ambition does it not become a descendant of the Ptolemies and of Cleopatra I am applauded by you all for what I have already done you would not it should have been less.

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SCROOGE

Oh but he was a tight-fisted hand at the grindstone Scrooge he was a squeezing wrenching grasping scraping clutching covetous old sinner hard and sharp as flint from which no steel had ever struck out generous fire secret and self-contained and solitary as an oyster the cold within him froze his old features nipped his pointed nose shrivelled his cheeks made his eyes red his thin lips blue a frosty rime was on his head and on his eyebrows and his wiry chin he carried his own low temperature about with him he iced his coffee in dog days and didn't thaw it one degree at Christmas.

Arranged for practice in selecting the main verb.

IN DECLARATIVE SENTENCES

1. Farmers raise vegetables and cereals.
2. The teacher sounded the keynote.
3. The sailors left them on the shore.
4. Cuckoos lay their eggs in the nests of other birds.
5. The children followed us to the woods.
6. Albert brought his books to school.
7. Our earth rotates on its axis.
8. Lincoln was elected President of the United States.
9. General Grant has gained the victory.
10. The horse did not eat his oats.
11. The Pyramids of Egypt have stood thousands of years.
12. Neither the time nor the place of Homer's birth is known.
13. I have just received the picture which you sent me.
14. The man did not want to go.
15. You might ask for information if you were ignorant.

INVERTED ORDER

1. Great oaks from little acorns grow.
2. Under a spreading chestnut tree the village smithy stands.

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3. Across its antique portico
Tall poplar trees their shadows throw.

4. Out of the abundance of the heart the mouth speaketh.
5. On the old stone a hot fire burned.
6. Beside the ink-well, on the desk, lies the knife.
7. Over the harvest fields forsaken, descends the snow.
8. Deep in the earth the tiny seeds were planted.
9. Judge individuals from your own knowledge of them.
10. Did Diogenes live in a tub?

11. A wind came up out of the sea,
And said, "O mists, make room for me."
12. It said unto the forest, "Shout!
Hang all your leafy banners out!"
13. It touched the wood-bird's folded wing,
And said, "O bird, awake and sing."
14. It whispered to the fields of corn,
"Bow down and hail the coming morn."
15. It shouted through the belfry-tower,
"Awake, O bell! proclaim the hour."

Arranged for practice in selecting the subject.

1. They captured a bear.
2. Ice melts under the heat from the sun.
3. The striking of the clock disturbed him.
4. What he says always proves true.
5. To know when to jump required judgment.
6. Growling and snarling show anger.
7. Sandstone consists of small grains of sand.
8. They show a rounded and worn appearance.
9. To avoid wrong is a difficult task.
10. Who wins the race shall wear the crown.
11. Running and jumping strengthen the body.
12. To steer a ship requires skill.
13. Speak the truth, was written on the board.

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14. How we are to succeed remains a mystery.

15. "Paul Revere's Ride" was recited.

INVERTED ORDER

1. Solemnly down the street came the parish priest.

2. On the side of a hill commanding the sea stood the house.

3. Anon from the belfry softly the Angelus sounded.

4. In accents disconsolate answers the wail of the forest.

5. Strongly built were the houses of hemlock.

6. While through the night were heard the mysterious sounds of the desert.

7. Through those shadowy aisles had Gabriel wandered before her.

8. Cheered by the good man's words, Evangeline labored and waited.

9. Sow an act of kindness and you reap a habit; sow a habit and you reap a character; sow a character and you reap a destiny.

10. Sometimes on lonely mountain-meres
I find a magic bark.

11 I leap on board, no helmsman steers;
I float till all is dark.

12 A gentle sound, an awful light!
Three angels bear the Holy Grail.

13. With folded feet, in stoles of white,
On sleeping wings they sail.

14. Ah, blessed vision! blood of God!
My spirit beats her mortal bars,

15. As down dark tides the glory slides,
And star-like mingles with the stars.

Arranged for practice in selecting the object.

1. Margaret baked the cake.

2. She baked it too much.

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3. Fish like clean water.
4. Healthy people enjoy walking.
5. Crayfish like to hide themselves.
6. Music has charms to soothe the savage breast.
7. Boys enjoy flying kites.
8. Wild ambition loves to slide, not stand.
9. She recited "Curfew shall not ring to-night."
10. We know what we have learned.
11. The slaves learned that Lincoln freed them.
12. We all know where the pussy-willow grows.
13. Read much, but not too many books.
14. He, who has not truth, has no good quality.
15. I do not know anything about the matter.

INVERTED ORDER

1. As night to stars, woe lustre gives to man.

2. Across its antique portico,
Tall poplar trees their shadows throw.

3. Then by a stream the roof of a cottage he saw.
4. In the treetops the robins like to build their nests.
5. Out, out across the lake, the people watched him.
6. Come, let us plant the apple tree.
7. Cleave the tough greensward with the spade.
8. Wide let its hollow bed be made.
9. There gently lay the roots, and there sift the dark mould with kindly care.

10. And the forests, dark and lonely,
Sighed, "Farewell, O Hiawatha!"

11. The charm that resides in pure health all may have.
12. Beauty few possess.
13. The woods we admire in the fall.
14. "May I go now?" asked she.
15. To learn to walk the child must be taught.

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Arranged for practice in selecting adjective modifiers.

1. Tall trees grow from little acorns.

2. Waving flags, roaring cannon, and prancing horses remind us that the day is here.

3. It is not necessary that every one should read all the good books within his grasp.

4. All foreigners coming to this country are called immigrants.

5. John's books are in Alfred's desk.

6. Washington, the general, was respected by the enemy.

7. I will point out the man who called you.

8. The blossom of a pumpkin has an orange color.

9. The groom taught the boy the way to ride.

10. A prism makes beautiful colors.

11. The boy, who looks after the sheep, has a dog.

12. They never fail who die in a just cause.

13. Those, that govern their tongues, do well.

14. The barn owl has perfect disks of feathers around his eyes.

15. The breaking waves dashed high,
On a stern and rock-bound coast.

Arranged for practice in selecting adverbial modifiers.

OF VERBS

1. Buds live outdoors all winter.

2. They swell with new life in the spring.

3. A poor woman went out to work during the day.

4. The snow will come soon.

5. In the spring the Pilgrims planted their seed.

6. Steel is attracted by a magnet.

7. Merrily, with oft-repeated stroke, sounds the flail.

8. The audience laughed long and heartily.

9. The engineer reversed the engine lever because he saw the danger signal.

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10. Quietly the panther treads and makes no noise in its moving.

11. The senator left his chair to avoid the draft.

12. On sunny slope and beechen swell
The shadowed light of evening fell.

13. He wrapped her warm in his seaman's coat
Against the stinging blast.

14. He cut a rope from a broken spar —
And bound her to the mast.

15. Look before you leap.

OF ADJECTIVES AND ADVERBS

1. A blood orange has a very sweet taste.
2. Some people possess an exceedingly charitable disposition.
3. Some houses are built too small for comfort.
4. She sings too loud.
5. The earth revolves very rapidly.
6. Wild animals enjoy far more liberty than domesticated ones.
7. I would rather be right than be President.
8. She, too weary to proceed, remained in the mountains.
9. The birds act very strangely, but they sing so sweetly.
10. The eagle is much larger than the hawk.
11. The slave had noticed a rather old lamp on Aladdin's shelf.
12. The magician proved to be an utterly bad man.
13. A strangely beautiful sunset met our gaze.
14. Some people move far too rapidly when walking.
15. The wind passed over the gently waving corn.

Arranged for practice in selecting coördinate conjunctions.

1. We have large and ripe apples.
2. He walked and ran to the station.

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3. Will our friends come, or shall we go?
4. Either you or I must remain.
5. The rains flooded neither the meadows nor pastures.
6. He had poor but honest parents.
7. The beasts were neither large nor fierce.
8. To be or not to be is an important question.
9. Both heroes and heroines were prominent in the story.
10. The lion chased and caught his prey.
11. You must govern your tongue, or lose your power over others.
12. The farmer bought a horse but he was cheated.
13. Titus both captured and destroyed Jerusalem.
14. Send Thomas a knife and he will sharpen his pencil.
15. Noble souls, through dust and heat,
Rise from disaster and defeat.

Arranged for practice in selecting subordinate conjunctions.

1. The apples will decay unless they are picked soon.
2. Speak gently unless you wish to be disliked.
3. Unless we try we will not succeed.
4. The earth would not rotate unless there was a cause.
5. A force drives it although we do not see it.
6. I will go with you lest you miss the road.
7. Give wisely lest you be thought penurious.
8. Change your wet clothes lest you take cold.
9. I will be truthful though it does not seem to pay.
10. A lieutenant is one degree lower than a captain.
11. They have larger trees in California than in the east.
12. I would rather be right than be President.
13. Contentment is far better than riches.
14. The sun is brighter than the moon.
15. It is better to write well than to write swiftly.
16. He refused to tell that his father had gone.
17. Stay awhile that we may enjoy ourselves.

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18. Ask me no questions that I may tell you no lies.
19. We believe that our work is improving.
20. The sun shines that we may have light.
21. We generally succeed if we try.
22. I will help you if you will come here.
23. Come in if you wish to.
24. If at first you don't succeed, try, try again.
25. If the earth should stop revolving what would happen?

Arranged for practice in selecting relative pronouns.

1. Lincoln, who was our sixteenth President, was called the saviour of his country.
2. Men, who do not try, do not succeed.
3. Heaven helps those who help themselves.
4. They are never alone who are accompanied with noble thoughts.
5. Solomon, who built the temple at Jerusalem, was the richest monarch of his age.
6. The book, whose leaves were torn, belonged to the town.
7. We tell our thoughts to those of whose love we are sure.
8. We bathed in the Great Salt Lake, whose waters floated us like corks.
9. Henry Clay was the man whom the people called a peacemaker.
10. He, whom his country loved, died at Mount Vernon.
11. The people, whom we met, were foreigners.
12. The shot, which killed Lincoln, was fired by Booth.
13. Boston is the city in which Franklin was born.
14. We saw the pictures which were on exhibition.
15. The sailor gave his life for the country which he loved.
16. We often crave what is not good for us.
17. Freedom is what our forefathers demanded.
18. Jackson spoke what he thought.
19. 'Tis distance that lends enchantment to the view.
20. Quebec is a city that is situated on a high bluff.

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21. A farmer, that uses good judgment, can earn a good living.

22. Pleasure is the rock upon which most young people split.

23. Robert had an uncle who was a captain.

24. He that resolves to mend to-morrow, resolves not to mend at all.

25. Judge of others what you would like them to judge of you.

Arranged for practice in selecting copula verbs.

1. He was a good boy.
2. The letter will be long.
3. The sky looks blue.
4. James Watt was the great improver of the steam engine.
5. The clouds look black.
6. You seem tired.
7. The children appear happy.
8. Lack of attention is either folly or madness.
9. An ignorant person has appeared in all times insignificant and contemptible.
10. Not to progress is to retrograde.
11. If I were she, I would improve my opportunities.
12. Do you think it was he?
13. Boys become men before they realize it.
14. Beauty and folly often become dangerous companions.
15. Distrust and caution are the parents of security.

Miscellaneous sentences and selections for analysis and parsing.

1. To know a little of anything gives neither satisfaction nor credit.

2. You must be respectable if you would be respected.

3. The knowledge of mankind is a very useful kind of knowledge for everybody.

4. Most people have ears, but few have judgment.

5. Pleasure is the rock upon which most young people split.

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6. When knaves fall out honest men get their goods.

7. He that riseth late must trot all day to overtake his business.

8. Eat few suppers and you'll need few medicines.

9. If you'd be beloved make yourself amiable.

10. Beware little expenses, because a small leak will sink a great ship.

11. Good manners make society easy and pleasing.

12. Good sense must in many cases determine good breeding.

13. Judge individuals from your own knowledge of them, not from their sex, profession, or religion.

14. Beautiful birds are found in South America.

15. This coral grew in the Indian Ocean.

16. During the week they talked about the voyage.

17. George hoped that he could go to Africa.

18. The business of oratory is to persuade people.

19. You easily feel that to please people is a great step toward persuading them.

20. Without attention, all the time that you employ at your books is thrown away.

THE LARKS AND THE FARMER

A young lark once had her nest in a large wheat field. Every day she flew off to find good food for her young. On this day that I mention the gray-haired farmer came into his large field.

"I must cut this ripe wheat," he said. "I will get all my friends to help me." When the lark, who was tired with her long flight, came home, the little birds told about the farmer. "If he said that, we can stay here yet longer," said she.

After a short time the farmer came again. "My friends, on whom I depended, have not come," said he; "I will go to my three cousins in the village, and get them to help me." That night the little larks said, "O mother! the old farmer has gone for his cousins that live in the village."

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In a few days the impatient farmer came back. His good ripe wheat was beginning to spoil. "I will cut this field of wheat myself in the morning," he muttered. Then the lark knew that she must find a new home.

If wisdom's ways you'd wisely seek,
  Five things observe with care:
Of whom you speak, to whom you speak,
  And how, and when, and where.

BIRD THOUGHTS

I lived first in a little house,
  And lived there very well.
I thought the world was small and round,
  And made of pale blue shell.

I lived next in a little nest,
  Nor wanted any other,
I thought the world was made of straw,
  And brooded by my mother.

One day I fluttered from the nest
  To see what I could find.
I said, "The world is made of leaves,
  I have been very blind."

At last I flew beyond the tree,
  Quite fit for grown-up labors,
I don't know how the world is made,
  And neither do my neighbors.

THE BROOK

I chatter over stony ways
  In little sharps and trebles.
I bubble into eddying bays,
  I babble on the pebbles.

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With many a curve my banks I fret,
  By many a field and fallow,
And many a fairy foreland set
  With willow weed and mallow.

I chatter, chatter, as I flow
  To join the brimming river,
For men may come, and men may go,
  But I go on forever.

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